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ABSTRACT

The commission was charged with drafting a framework for overhauling education in California's 1,600 intermediate and secondary schools. The Superintendent of Public Instruction asked the commission to envision an educational system that could respond continually to changing needs in the next quarter century; to identify the skills and competencies individuals will need to survive and function effectively in the next 25 years; to chart ways to make school more effective, more enjoyable, and more conducive to a continued interest in learning; to identify the goals California's schools should be meeting now and through the year 2000; and to recommend immediate and long-range changes to bring about the desired results. The commission was not charged with designing methods of implementation. In this document, the commission presents its philosophy of reform, together with its recommendations and rationale for changes. The recommendations are grouped by subject--the new learner, the new learning environment, the new emphasis on learning, the new educator, and new resources and responsibilities. In a special section the commission deals with concerns for the early adolescent. Numerous appendixes are included. (Author/IRT)

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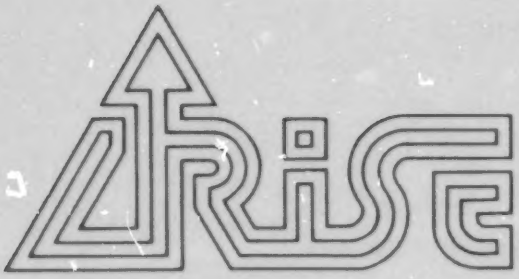

Report of the California Commission for REFORM OF INTERMEDIATE AND SECONDARY EDUCATION

EA 007 797

Presented to Wilson Riles • California Superintendent of Public Instruction • 1975

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Contents

Foreword v

Members of the California Commission for Reform of Intermediate and Secondary Education vii

Introduction ix
- The Need for Change x
- The Approach/The Process xii

A Statement of Philosophy 1

Summary of Recommendations 3

The New Learner 5

The New Learning Environment 9

The New Emphases in Learning 13

The New Educator 19

New Resources and Responsibilities 26

Concerns for the Early Adolescent 31

Beyond the Report 34

Addenda 37
- Part I 37
- Part II 39

Appendix A—Invited Presentations to the Commission 41

Appendix B—Presentations in Public Forums 43

Appendix C—Position Papers Mailed to the Commission 53

Appendix D—Selected References 57

A Note of Appreciation from the Commission

The Commission expresses sincere appreciation to the following officials and staff members of the California State Department of Education:

- For his foresight and courage in establishing this Commission

Wilson Riles
Superintendent of Public Instruction

- For their support of the Commission and its process

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- For their work as staff to the Commission

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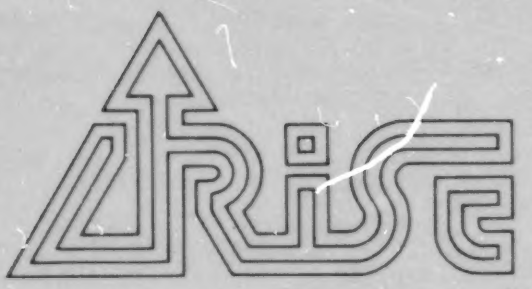

Foreword

Superintendent Riles, your charge to the RISE Commission was clear, but its execution proved most complex. This is our report. As directed, we used our energies to analyze the problems of the intermediate and secondary schools of our state; more broadly, we analyzed the problems of youth in their total environment as they move from childhood to the adult world. As we studied the present and probed the future, we attempted to disregard constraints, dream a little, and address ourselves to new ideas and changes that may prove necessary. I would be remiss if I did not stress the excellent support services provided the Commission by your office through Project Manager Ernie Hickson and the project staff.

If your objective was to appoint a strong, powerful Commission representative of the many diverse segments and interests of the total population of the state, you were most successful. These highly diverse, intelligent, and strong-willed members of the Commission contributed to an electric environment and eventually to a report that I consider of high quality. The problem facing us was not a shortage of ideas but rather the attempt to convert divergent thinking to convergent thinking. Compromises were necessary. The report will not be exactly as any one member would want it, but it is acceptable and affirmed by all but one of the 37 members of the Commission. One member considered

herself a representative of a specific constituency and felt she could not accept the report without the full constituency taking action. This was not within our time constraints or accepted procedure. Each member was given an opportunity to submit minority expressions.

There is one other aspect of this report that should be clearly understood by you and all constituencies. This report is not designed as an explicit blueprint or prescription for *how* to reform our intermediate and secondary schools. Neither should this report be construed as a complete coverage of all issues related to intermediate and secondary schools. To attempt this would have been most presumptuous on our part in the time allotted and would also have decreased the chances of the report making any real differences. We hope this report will stimulate some significant reform. Our fear, however, is that readers will be expecting us to advocate sweeping changes as a panacea for all ills—not only in our schools but within our total society.

This report does attempt to analyze the current situation, clearly communicate the problems and conditions that we feel cry for change, and suggest those changes that will increase the chances of producing desired outcomes. We have attempted numerous times throughout the report to emphasize that the education of youth cannot be equated with schooling and that recommendations for change in schooling alone could not possibly solve the problems. Thus, the Commission attempted to prepare a report that will focus the attention of all segments of our society concerned with the effective upbringing of our youth on solving the problems and making the necessary changes.

If this report does provide a common framework and source of communication for educators, parents, board members, the Legislature, and various sub-publics concerned with maximizing the potential of our youth, we will have achieved one of our most important objectives. It is our intent that no one be left off the hook. Serving as a focal point and source for common understanding and communication, this report should increase the chances that the human and material resources of our state will be more effectively utilized in solving the problems we have identified. If this proves true, then the many hours we have spent in study and group discussion, and in listening to hundreds of representatives from various segments of our poulation, will not have been in vain.

We respectfully submit our Commission's statements and findings to you for your use as a tool to focus resources (both human and material) and begin the task of reform. Our state must become more effective at helping youth bridge the gap between childhood and adulthood. The State of California needs young adults who are able to cope with and affect the direction of this fast-changing society for the benefit of themselves and of all mankind.

LELAND B. NEWCOMER
Chairman, California Commission for Reform of Intermediate and Secondary Education

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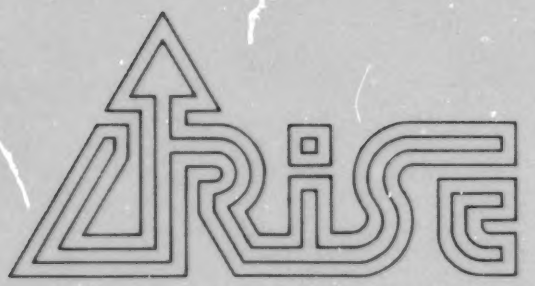

Introduction

"Draft a framework for overhauling education in California's 1,600 intermediate and secondary schools." That was the ambitious charge given by Wilson Riles, Superintendent of Public Instruction, when he formed the 37-member California Commission for Reform of Intermediate and Secondary Education (RISE) in July, 1974.

In delivering his charge to the Commission, Superintendent Riles explained that the Commission's work was part of an effort by the State Department of Education to reform public education at all levels. He noted that reforms are already being implemented in the primary grades by the state's early childhood education program. However, to be effective, reform cannot start in the kindergarten and end at the third grade. It must reach the entire system, including the 1.9 million students enrolled at the intermediate and secondary levels.

To expand reform to the intermediate and secondary school levels, the Superintendent asked the RISE Commission to:

- Envision an educational system that could respond continually to changing needs in the next quarter century.
- Identify the skills and competencies individuals will need to survive and function effectively in the next 25 years.
- Chart ways to make schools more effective, more enjoyable, and more conducive to a continued interest in learning.

- Identify the goals California's schools should be meeting now and through the year 2000.
- Recommend immediate and long-range changes to bring about the desired results.

In presenting his charge, Superintendent Riles emphasized that the Commission's recommendations should deal with *what* types of changes would be required and *why* they are needed to serve individual students and society well in the years ahead. He stressed that the California State Department of Education would be responsible for determining *how* the recommendations would be implemented. The Department's tasks would involve:

- Presenting the Commission's recommendations formally to the State Board of Education
- Preparing a plan of action to carry out reform in all intermediate and secondary schools
- Obtaining support of the plan from the State Board of Education, the state's educators, and the public
- Seeking the legislation necessary for implementing change
- Aiding efforts of local school systems to implement changes

The Need for Change

The very formation of the RISE Commission and the scope of its task indicate a widespread belief that full-scale reform of the state's intermediate and secondary schools is both desired and needed.

California's schools, like schools everywhere, have evolved out of the needs of society and the individual within society. Over the past two centuries, secondary education has been remarkably able to meet the needs of a changing society.

In fact, free, compulsory education for all has been one of America's greatest strengths. Public education in America has a long and commendable record of success unmatched by any other nation in the world. This country's public schools were extraordinarily able to meet the challenges and demands of a people who moved—within less than two centuries—from a rural agrarian society to an urban industrialized society and, then, to a highly technological society. During this development, intermediate and secondary education provided an unrivaled vehicle for social and economic mobility. Even today, public education continues to prepare many young people well for postsecondary education, employment, and adult life.

But the unparalleled and tumultuous changes that have taken place in American society and in the character of American youth—particularly in the last three decades—are presenting public education today with a new and bewildering set of challenges.

Because public schools have always mirrored the prevailing culture and times, schools everywhere reflect a troubled society and a troubled youth. Schools today are serving a markedly different kind of young person than they were serving a decade or two ago. They are serving adolescents who have been shaped by upheaval in the home, community, and broader society.

In many ways, these adolescents are more mature physically and more aware of the world around them. Television has taken young people to the scene of a devastating war in Southeast Asia and civil strife in Ireland. It has taken them to scenes of bloodshed and disorder in American cities and to violent confrontations on American college and university campuses. It has taken American youth into outer space, onto the moon, into the theater and concert hall, and through the history of civilization. It has also exposed them to thousands of hours of movies, cartoons, and serial dramas that depict violence. The average American youth has watched at least 10,000 hours of television by the time he/she has reached the seventh grade, according to the A. C. Nielsen Company, an audience measurement firm.

Through television, films, other media, and actual experience, today's adolescents are witnessing cultural, political, and technologi-

cal events their parents and grandparents may never have imagined. Young people now are confronted with confusing and complicated social problems and turmoil that earlier generations never encountered. These situations have had a profound effect on today's youth and upon the attitudes and performance of young people in and out of school.

The alarming statistics that follow reveal the unstable social climate in which children are being raised today and the magnitude of some of the problems schools throughout California now face:

- *Divorce*—The number of broken homes resulting from divorces is skyrocketing. The total number of divorces in California in 1965 was 62,995, or 46 percent of the total number of marriages in that same year.[1] In 1973 the number of divorces increased to 117,509, or 69 percent of the total number of marriages in that year.[2]
- *Voting Record*—Only 45 percent of Californians eligible to vote actually voted in the November 1974 general election.[3]
- *Alcoholism*—The number of identified alcoholics in California has increased from 5,200 per 100,000 in 1945 to 9,800 per 100,000 in 1972. Only two other states, Nevada and New York, have higher rates of alcoholism.[4]
- *Suicide*—California's suicide rate has increased from 15.9 per 100,000 in 1960 to 18.8 per 100,000 in 1970. The national figure is much lower—11.1 per 100,000 in 1970.[5] The number of California young people between the ages of fifteen and twenty-four who kill themselves has increased more than 100 percent in the past ten years. Suicide is now the second highest cause of death for Californians in this age group.[6]
- *Drug Abuse*—Adult drug arrests by California law enforcement agencies have increased sixfold during a nine-year period—from 20,000 arrests in 1964 to 118,000 in 1973. Juvenile drug arrests for this same period jumped twenty-fold—from 2,000 to 42,000 per year.[7]
- *Child Abuse*—A total of 43,113 California families involving 99,311 children were referred for specialized protective services in 1972. Seventy-five percent of these referrals were due to general neglect, and 13 percent were due to physical abuse.[8]
- *Venereal Disease*—Approximately 15 percent of California's teenagers are believed to be infected with a venereal disease. Health authorities predict that the ratio could rise to one of every two teenagers by 1980.[9]
- *Vandalism*—The estimated cost of vandalism in California's schools is more than $10 million annually.[10]
- *Dropouts*—At least one ninth-grade California student in six fails to graduate from high school, a 50 percent increase since 1970. However, the situation is

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[1] *Vital Statistics: Marriages and Marriage Dissolutions.* Bulletin No. 16 (January–December, 1973). Sacramento: California State Department of Health (May, 1974).

[2] *Vital Statistics of California, 1971.* Sacramento: California State Department of Health, 1975.

[3] *Statement of Vote: General Election, November 5, 1974.* Sacramento: California Secretary of State, [1975].

[4] *California Alcohol Data, 1973.* Sacramento: California State Health and Welfare Agency, 1974.

[5] *Suicide in California, 1960–1970.* Sacramento: California State Department of Health, 1974.

[6] Patricia J. Hill, "Issue Paper: Indicated Concerns of California Public Schools Health Education," Sacramento, 1973.

[7] *Annual Report of the Department of Health on the Drug Abuse Program.* Sacramento: California State Department of Health, 1975.

[8] *Statistical Report on Specialized Child Protective Services.* Sacramento: California State Department of Social Welfare, 1973.

[9] *A Year of Significance: Annual Report of the California State Department of Education for 1972.* Sacramento: California State Department of Education, 1973.

[10] *A Report on Conflict and Violence in California's High Schools.* Sacramento: California State Department of Education, 1973.

even more serious in some city schools, where a 40 percent dropout rate is not uncommon.[11]

- *Test Scores*–The California State Department of Education's 1973-74 achievement testing program disclosed that the median score of the state's high school seniors in writing/language skills was at the 34th percentile on a scale of 100. This was 16 points below the national norm.[12] Furthermore, approximately 45 percent–a record number–of entering freshmen at the University of California failed to pass the College Entrance Examination Board's English Competency Test last year. This is particularly shocking in view of the fact that the entering UC students represent the top 12 percent of their high school classes.[13]

Clearly, these conditions stem largely from society's inability to find effective solutions to the very problems it created. As a single–although extremely important–segment of society, schools cannot bear responsibility for all of society's ills. Nor can schools be expected to cure these ills without help. Schools, however, can and should be able to prepare young people for the demands and problems of modern life.

Nevertheless, there is a spreading feeling among educational, political, and lay leaders–as well as students–that the educational system of today is not fulfilling this responsibility successfully. For example:

- Increasing numbers of young people find schooling boring and ineffective, unable to challenge their abilities, meet their goals, or prepare them for adulthood.
- Growing numbers of students, educators, parents, and others find that education as a whole is out of step with real world needs and far behind current social changes.
- Mounting numbers of students are being "turned off" rather than "turned on" to schooling; these students are disinterested and unmotivated, and many are actually doomed to failure in schools today.

Indeed, evidence suggests that Californians from all walks of life are no longer satisfied with the existing system of intermediate and secondary education–a system that has not been changed significantly by a comprehensive plan of reform in more than 60 years.

Fragmented efforts to improve public education have not been adequate to keep pace with the changes in our society and in our youth. Our schools cannot rest on the successes of the past, outstanding as these successes have been. The demands of this era cannot be ignored nor met with yesterday's solutions.

The message is clear: The time for comprehensive reform in our intermediate and secondary schools has come.

The Approach/The Process

In accepting the charge of the Superintendent of Public Instruction, the Commission realized it would be but one voice among many seeking to improve public education in California. But, from the beginning, the Commission was committed to being a legitimate, representative, and effective voice.

To develop a responsive and workable instrument for systemwide reform, the Commission sought the views of scores of individuals and organizations within and outside the schools.

The public was invited to participate in 21 public forums held in San Diego, Los Angeles, Anaheim, San Jose, Oakland, San Francisco,

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[11] "Attrition Rates in California Public Schools." Prepared by Pupil Personnel Services, California State Department of Education. Sacramento, 1974.

[12] *Profiles of School District Performance, 1973-74: Statewide Summary*. Sacramento: California State Department of Education, 1974.

[13] Information provided by the Office of the Vice-President, Educational Relations, University of California, Berkeley, 1975.

Fresno, Riverside, Sacramento, and Redding. A total of 315 speakers, representing either themselves or organizations, presented oral and written testimony at these forums. (Further information about these public forums may be found in Appendix B.)

The Commission also reviewed research findings and previous reform studies. Nationally recognized education authorities addressed the Commission at its monthly meetings in various parts of the state (see Appendix A).

During its deliberations, the Commission gave careful attention to the great diversity of students and needs within California's schools. With this diversity in mind, the Commission sought to build a viable framework for change to serve students in all kinds of schools—urban and rural, suburban and inner city. It attempted to draft a plan to enhance learning for all types of students—the twelve-year-old preadolescent, the eighteen-year-old young adult; the minority student; the slow, the average, the gifted; the rich and the poor student.

The Commission also took into account the changing conditions that may continue to affect education in the future. Among these are trends in school enrollments, shifts in the ethnic composition of schools and communities, changes in school-community relationships, technological innovations, and court-imposed requirements of school finance.

Working as a unit and in small groups, the Commission considered the results schools should be achieving to meet the present and future needs of students and society. Once these outcomes were identified and described, the Commission determined the systemwide changes needed to attain the desired results at all grade levels, seven through twelve. Recommendations were then drafted to begin the process of comprehensive change.

Because of the special needs of the early adolescent, the Commission agreed that certain of its recommendations should be applied differently at this age level. Therefore, particular concerns about education for the young adolescent have been expressed in a separate section of the report.

In the following pages, the Commission presents its philosophy of reform, together with its recommendations and rationale for change. Many of the ideas recommended are not new. Almost every reform outlined in this report is now being practiced in some way and in some place in California. However, the real reform of education will occur when various approaches are combined and put into practice by California schools in a planned, organized manner to achieve common objectives.

A Statement of Philosophy

The Commission's recommendations aim at transforming our educational system from one that often herds young people through a scholastic assembly line to one that is flexible, demanding, and humane enough to help every person meet his/her own needs. There is no one kind of adult that such a system should "produce," for the essence of a personalized education is the freedom for individual diversity and self-development. But the Commission believes at least ten characteristics of an educated adult are worth seeking and should be the object of educational reform.

First, the educated person should have a thirst for knowledge. He/she should be motivated to keep on learning throughout a lifetime. In a changing society, this means that people must learn *how to learn* because new knowledge is being constantly created by the current of change.

Second, an educated person should have the skills to find work and to succeed in it.

Third, a person's education should contribute to self-understanding and self-esteem. These values are more important than ever in an increasingly impersonal, mobile, and technological world. In a society that constantly forces people to adapt to change, the educated adult can respond without losing a sense of personal worth and purpose.

Fourth, the educated person cares enough about the environment to work for its maintenance and improvement. This person also

holds a global perspective about the ways individual and national actions affect this shrinking and complex world.

Fifth, an educated person must try to understand and appreciate all peoples and cultures, without prejudice.

Sixth, an educated person must be able to read well, speak and write clearly, and handle comfortably both logical concepts and basic mathematical skills.

Seventh, the educated person understands the American system of government, including the citizen's rights and responsibilities. People who lack this understanding tend to function less effectively within the democratic system and, as a result, tend to weaken the system.

Eighth, the educated person should understand how the economic system works and know how to manage money as well as earn it.

Ninth, the educated person should know and understand human biology and psychology in order to maintain one's own well-being.

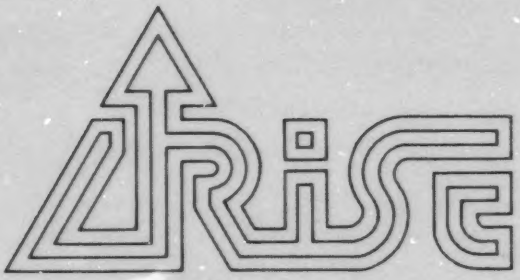
Finally, an educated person is sensitive to artistic, literary, and other aesthetic experiences. A full life calls for thoughts and feelings of quality and for an appreciation of the beauty around us.

These goals are not easy to achieve, nor is it easy to base a vast system of public education on an attempt to meet the needs and aspirations of each student. Any such effort must begin with far-reaching changes in the way schools operate.

These changes must be based on a redefinition of schooling. The Commission has, therefore, rejected the traditional view that a school is restricted to a piece of real estate where licensed adults teach and students passively learn during specified times of the day. Instead the Commission envisions a school system as a network of teaching and learning that takes place at many times and places and in which both adults and young people work as teachers and learners. It envisions an educational system that attracts, motivates, and satisfies young people. In such a system, society itself is at the core of schooling.

The Commission believes that this kind of system can serve each student well and can be accountable and responsive to the public which supports it.

From this perspective, the Commission presents its recommendations for reforms that are needed to help the young people of California become educated adults now and in the years ahead.



Summary of Recommendations

The recommendations of the Commission represent a comprehensive framework to personalize learning for *all* students in the state's 1,600 intermediate and secondary schools. These recommendations are intended to make a significant difference in the way California's public schools serve their students, their communities, and the broader society.

When viewed as a concise package of interdependent concepts—rather than as a series of separate of fragmented ideas for reform—the recommendations promise to spark a chain reaction culminating in a more effective, responsive system of public education in California.

The majority of the recommendations stems from the Commission's belief that effective education is personalized education. This type of education begins with the school's recognition and acceptance of each student or learner as its primary client, the most important individual to be served.

The Commission's recommendations aim at equipping each of these learners with the knowledge, skills, attitudes, and values required for responsible and rewarding life in modern society.

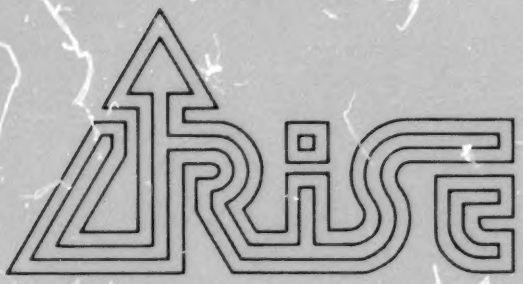
The recommendations seek to free learning and teaching from the constraints of time, place, and age. They attempt to breach the real and imaginary walls that tend to make intermediate and secondary schools isolated islands for adolescents.

The recommendations are further designed to create a flexible, challenging, and satisfying environment for learning that motivates young people to remain in school, strive for excellence, and pursue lifelong learning.

In addition, the recommendations seek to develop an educational system that demands performance results from learners, educators, schools, and local school systems.

Specifically, the recommendations call for such reforms as:

- Recognizing and accepting each learner as the principal client of the school
- Relying on demonstrated proficiency in learning activities, instead of depending on "seat time," as the basis for awarding credit to learners
- A system of learning options in terms of time, place, programs, and formats to give learners a wide choice of ways to achieve their learning goals
- Credit and noncredit "furloughs" that allow learners to leave and reenter the school system
- Mastery of essential skills by all learners, particularly the skills of reading, writing, and computation
- Instructional emphasis on social concepts that reflect present and future needs and concerns
- Planned and continuing experiences that enable learners and staff to be in contact with people whose racial, ethnic, socioeconomic, or cultural backgrounds are different from their own
- Extensive opportunities for career exploration, awareness, and preparation
- School cooperation with appropriate agencies to assist learners with job placement
- Developing personal values, responsibilities, and decision-making skills
- Eliminating compulsory physical education for learners who can meet performance requirements
- Simplifying and improving the current system of evaluating and dismissing unsatisfactory educators
- Staff responsibilities that support and promote a personalized instructional process for all learners
- Including resource people and experts from the community on the instructional staff
- Counseling and advising services that aid learners in acquiring a positive self-image and skills to deal with personal problems
- Involving learners, parents, staff, and others in the decision-making process at the local and school system level, including involvement in the selection and review of staff
- Eliminating average daily attendance formulas as the basis for state financing of public education
- Broad and effective use of human and physical resources in the community and the use of incentives to promote such community participation
- Supporting an aggressive public information program to keep the public and staff informed on matters involving the school system, the school, and the community



The New Learner

All school systems must recognize and accept that each student—the learner—is their primary client. This concept may seem truistic or simplistic in nature, but these simplicities are deceptive. In theory, it may appear obvious that schools are essentially for students. However, evidence suggests that in actual practice this is often not the case.

The evidence lies in these widespread perceptions about conditions facing learners in many schools today:

- There is a scarcity of choice among programs, courses, and approaches in relation to learner and parent needs and desires.
- Self-respect is diminished if the learner falls behind other learners in demonstrated achievement.
- Help is limited to those who must "catch up" to arbitrary standards of achievement.
- Opportunities are restricted by the emphasis on "seat time" and instruction located at the "school site."
- Learners are labeled as right or wrong, bright or dull, cooperative or difficult. Once labeled, they tend to remain in that category.
- Schools seem to be restrictive institutional boxes.
- School rules, written by adults, are sanctified as being always "right."

- Many educators "don't really care" about the welfare of young people.
- Conditions and practices in schools often reflect the preferences of adults and are maintained despite the negative effects they may have on learners.

Such perceptions demand that the obvious be restated: Educational programs must be intended primarily for the benefit of each learner, regardless of age, ethnicity, race, or family background. Once this is more widely understood and practiced, profound changes should occur naturally:

- Decisions on all issues confronting schools will be made primarily on the basis of what is best for the learner.
- School policymakers will demonstrate that the *sole* purpose of the school's existence is to serve each and every learner.

If each learner, with different interests and abilities, is the primary client of the school system, and if the learner's needs are its primary concern, it follows that instruction should become truly personalized and responsive to meet individual differences.

Personalized instruction is aimed at the development of the individual. Learning is thus intended to develop one's intellect through the acquisition and application of knowledge and rational thinking. It also is intended to nurture the positive emotional or psychological aspects of one's mind that affect the way one feels and behaves. Further, learning is directed at developing physical health and well-being to help the individual realize his/her maximum potential.

In a personalized system where the learner is the primary client, the success or failure of all learning activities and services should be measured in terms of their ability to spark the mind and satisfy the educational needs and objectives of each learner.

In recognizing and accepting the learner as the client, schools must give learners increasing opportunities and responsibilities for planning, choosing, utilizing, and assessing the services that enable them to reach personalized objectives. As learners demonstrate increasing maturity, their choices, rights, and responsibilities should increase accordingly.

To prepare the learner for adulthood, schools must also provide a learning climate that promotes respect for one's self and for others. In a climate of this kind, rules of conduct should reflect the understanding that each learner has certain rights, along with certain responsibilities.

Schools must also free the learner—as well as the educator—from the inefficient system of equating learning with time spent in a classroom. Such freedom can be achieved by relying on demonstrated proficiency as the basis for awarding credit and gauging progress. This reliance recognizes that what an individual learns is considerably more important than how long he/she is taught. It further recognizes that learning is a continuous process and that learning rates differ.

In a system that relies on demonstrated proficiency, the strengths and weaknesses of each learner are assessed, and an instructional program is tailored to meet identified needs. Each learner spends only as much time as necessary to reach specified standards and is able to check his/her progress systematically.

While progress is based on performance, learning in a personalized system is not limited to the acquisition of skills. Learning experiences should also be joyous and creative. They should broaden understanding and build a foundation for wisdom.

As learners move toward attaining objectives in a personalized system, they should be continually challenged, rather than too often frustrated. However, this does not mean that learners should never meet with failure in their day-to-day learning activities. Failure—except where health and safety are threatened—can be a growth experience for learners who have accepted responsibility for their decisions and actions.

This approach should reinforce the fact that the business of school is learning and that

learning almost anything well requires planning, effort, self-discipline, and motivation. Each learner should be able to experience success in such a system. This experience should encourage the learner to seek further success, satisfaction, and joy in learning and become a responsible, independent adult.

Therefore, the RISE Commission recommends:

1 Learners should be the primary clients—the most important individuals—served by the school.

1.1 Each learner should be recognized and accepted as the primary client to be served by the school. Parents, the community, and the larger society should be considered as secondary clients who benefit from schools through the education gained by learners. Recognition of these primary and secondary clients implies that learning activities should be designed and directed to meet the needs and abilities of all learners in preparing them to live in an adult world with other individuals.

1.2 As the learner moves toward adulthood, he/she should be progressively able to make educational choices and be responsible for those choices. Such choices should include what, where, when, and how to learn. And learners should be encouraged to revise or make new choices based on experience gained in carrying out previous choices. In changing direction, the learner should not be required to retrace all previous steps. In making choices, the learner should have continual assistance from parents and school staff. This assistance should aid, not hinder, the learner's growth toward independence and adulthood.

1.3 The learner should be allowed and encouraged to teach other learners of all ages and serve as counselors to learners of the same age or younger. Such situations can increase one's knowledge, understanding, and sense of responsibility while building self-esteem.

1.4 The learner, in addition to his/her parents and the school staff, should be involved in formulating school rules for the conduct of learners. These rules should be few in number and should define precisely the learner's rights and responsibilities. School discipline should be aimed both at solving and preventing problems. It should aid in developing responsibility toward one's self and others and in assuring the safety and rights of all.

1.5 As the primary client to be served by the school, the learner should be expected to assume and carry out certain continuous responsibilities. These responsibilities should include the following:

- With the assistance of parents and school staff, the learner should develop a good understanding of his/her personal strengths and weaknesses.
- The learner should develop an awareness of available learning and career options.
- The learner should contribute to the formulation of personal educational goals that are compatible with recognized individual strengths and career opportunities.
- The learner should contribute to identifying the learning program most appropriate for that individual. This program should be based on the learner's assessment of his/her educational goals, personal strengths, and career opportunities.
- The learner should perform at the highest possible level of personal proficiency in pursuing his/her learning activities and objectives.
- The learner should abide by school rules and regulations.
- The learner should respect the rights of others to learn and teach in a setting that is free of fear and violence.

2 The learner's progress in an instructional program should depend on demonstrated proficiency in achieving specified educational outcomes.

2.1 The strengths and weaknesses of each learner should be assessed by means of a systematic process that includes teacher observations, testing, and other evaluative procedures. Each learner should then be able to choose and pursue an instructional program consistent with the findings of the assessment and the learner's choices.

2.2 Each learner should be required to achieve specified learning outcomes in all instructional programs, including those that may be pursued outside a traditional school setting. Learners should be given clear statements of the objectives to be accomplished in all instructional programs; they should be involved in determining these objectives and in checking their progress toward attaining them.

2.3 When a learner demonstrates that he/she has met the objectives set for his/her performance in a learning activity, that program should be considered completed, and the learner should receive appropriate credit. The ways in which a learner may demonstrate proficiency should not be limited to written tests. The time spent in completing learning activities should be consistent with each learner's needs and abilities.

2.4 Learning activities should not be confined to the acquisition of skills. Experiences that allow learners to explore creatively and gain self-satisfaction and enjoyment should also be part of each learner's program.

The New Learning Environment

Modern society offers learners a variety of dynamic and exciting information sources and entertainment distractions. In contrast, people view today's schools as one of the least stimulating or satisfying places for learning.

If today's schools—and the schools of the future—are to be of significance to those they serve, an environment for learning and teaching must be created that enables schools to capture and hold the attention of a diverse and action-oriented teenage population.

Creating such an environment involves far more than remodeling or building new schoolhouses. It means building a total school environment—an environment that is conducive to continued learning and growth, exploration and firsthand discovery, positive human interaction, an appreciation and a love of learning, hard work, and educational excellence. It means operating in a manner that reflects this neglected truth: Education is a lifelong process in which individuals learn in different ways, under different conditions, at different times, and in different places. And formal schooling is only one part of education.

Because the individual learns in a way that is uniquely personal, each way of learning may have value if it attracts and aids the learner in reaching personalized educational objectives. Schools must accept the fact that no single way for learning is best for all learners or for all times. In view of this, the

new learning environment must provide a wide range of learning options in terms of approach, materials, locations, and times. It must also adapt to changes in the expressed needs and desires of the school and community by continually developing and offering additional options. And it must assure the learner of increasing freedom to choose from among the various options as that learner matures.

A personalized instructional program, carried out in a flexible environment, can be made attractive to any learner. However, after exhausting all options, a learner may still reject the value of remaining in school. In that event, the learner should be able to leave school temporarily but should be actively encouraged to return.

The number of learners in a school or in a learning activity is an important factor in creating an environment that stimulates learning and promotes positive human interaction. Thus, the number of learners in a learning situation should be limited so that effective teaching and learning can take place.

In creating a new learning environment, schools also must recognize that traditional schooling is only part of education. They must eliminate the physical and psychological barriers that separate and often isolate them from the community and the vitality of real life.

Schools must reach out and borrow from the world around them to offer more varied, meaningful, and personalized approaches to learning. They must become more flexible and responsive by expanding learning opportunities beyond the rigid confines of tradition or a building.

At the same time, schools must serve as magnets, drawing various segments of the community into the learning process and becoming centers for community activities. This two-way expansion of the school-community partnership should provide learners with increased opportunities for making decisions and developing relationships with individuals of all ages. It should offer a means for community service so that learners may experience the gratification—as well as the frustration—of serving others.

Finally, the new learning environment should generate a climate of security, mutual affection, and trust—an atmosphere that encourages learners to reflect, experiment, explore, create, acquire wisdom, and take risks without fear of recrimination for "failure."

Therefore, the RISE Commission recommends:

3 Learners should be able to choose from a system of multiple options in programs and learning styles.

3.1 School systems should make available to all learners a wide variety of choices or options in programs and curriculum content. Such options should enable the learner to meet personalized educational objectives in varied ways according to one's learning style. A system of alternatives or options might feature schools within a school, work-study programs, regional occupational training programs, special interest schools or centers, and departmentalized traditional programs.

3.2 School systems should provide multiple options in formats for learning. Multiple learning formats should allow the learner to take advantage of such opportunities as learning independently, learning in groups of varying size and composition, and learning in different locations outside the traditional school setting.

3.3 Learners of various ages and generations should be able to learn together whenever they can benefit from the experience. Learning groups might include those who are older than eighteen or younger than twelve years, as well as those between the ages of twelve and eighteen. Regardless of their age, learners who are grouped together for instruction should meet minimal requirements of preparation and capability in that specific area.

3.4 Instructional programs should not be sharply delineated by grade level. Instead, the learner should be able to move freely from one level or institution to another according to ability, demonstrated proficiency, and educational objectives.

3.5 The complete range of learning options should be defined, communicated to, and discussed with each learner. Learners should be assisted in becoming fully aware of the available options and in understanding each of them. Learners should then be aided by parents, school staff, and others in making intelligent selections from among the options.

4 Learners should be able to gain skills and knowledge in a variety of locations—both on and off the traditional school site.

4.1 Learners should be offered increased opportunities to gain firsthand learning experiences by means of study, observation, service, participation, and work in both the school and community. Community locations might include business and industrial sites, public service agencies, and cultural centers. For example, an art appreciation activity might be conducted at a public museum and/or private gallery; or a consumer education program might take place at a city office for consumer affairs.

4.2 Learners should have the opportunity, upon request, to be assigned to an actual work situation related to that learner's interests, career objectives, and maturity. For example, a learner interested in veterinary medicine or in caring for confined animals might gain experience at a municipal animal shelter, learning while performing a public service and possibly earning a salary.

4.3 A means of evaluation should be developed, enabling learners to earn credit or other recognition through certain types of work situations, participation in community activities, or self-designed activities away from the traditional school setting. Such activities might be for a brief or extended period of time. They might include such projects as participating in a political campaign, conducting a traffic survey, building a stereo system, landscaping a home, or carrying out a health infromation program for teenagers.

5 Learners should have wide flexibility in times for learning.

5.1 School times (hours, days, months, years) should be flexible, extensive, and varied enough to accommodate a diversity of learner interests, styles, needs, and choices. Instruction and all other educational services—such as counseling, libraries, learning centers, and recreational facilities—should be available to learners throughout this expanded time schedule.

5.2 School scheduling should allow a learner to move freely from one learning activity to another on the basis of demonstrated proficiency.

5.3 School sites and facilities should be available and used throughout the year and beyond traditional school hours and days to serve learners as well as staff and community.

5.4 School attendance requirements should allow a learner to leave the school system temporarily with the approval of the learner's parents and the school. These furloughs should be of flexible duration, of educational value to the learner, and consistent with the learner's educational needs and objectives. Local guidelines should be developed to provide for continual contact between the learner and the school to ease the reentry of the learner into the school system when the furlough is completed. Guidelines should also provide a means for the learner to earn credit while on furlough by meeting

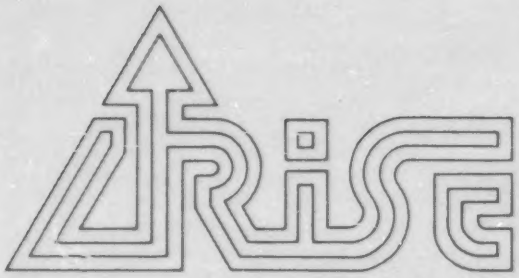
specified educational objectives if the learner desires to do so.

6 The number of learners in an educational setting should promote personalized instruction.

6.1 The size and setting of a learning group should be based on the type of learning activity to be conducted. All instructional settings should stimulate learning to the greatest extent possible.

6.2 Groupings of learners should be small enough to offer a psychological and physical atmosphere that promotes the development of the learner's self-worth and identity within the school and community. For example, a school with a large enrollment might be divided into several smaller schools within a school to ensure a more personalized setting.

6.3 Intermediate schools should give special attention to limiting school size because early adolescents have unique needs in learning to live and work with one another.



The New Emphases in Learning

There must be changes and new emphases in the curriculum if each learner is to gain the skills, competence, knowledge, and values required to function effectively during the last quarter century and beyond.

Since society and technology are changing so rapidly and constantly, a key component of any curriculum must be to teach the learner how to acquire knowledge. This ability is so essential that any curriculum should give recurring consideration to these questions: What is important to know? What must be learned? What are the best ways for the individual to learn?

Self-fulfillment and effective social participation in coming years will demand at least minimum proficiency in a wider range of skills. In addition to the most fundamental skills—communication and computation—the concept of essential skills should be broadened. To be prepared for daily life in the modern world, learners must also gain the skills needed for physical conditioning, health, scientific and technological literacy, responsible citizenship, and positive social interaction. Many of these skills serve as the foundation for further learning and problem-solving throughout life.

Other new emphases in the curriculum should enable each learner to:

- Pursue a productive career.
- Make decisions.

- Use increasing amounts of leisure time effectively.
- Develop an aesthetic sensitivity.
- Maintain physical and emotional well-being.
- Understand others and one's self.

Instructional programs must be designed to meet these needs. They must also be restructured to emphasize concepts and values that reflect present and future needs and concerns. Such emphases require that the content of instructional programs center primarily on the present and the future. The past, however, is certainly not to be ignored. But whenever the past is related to the present and used to help anticipate the future, it assumes a practical meaning for the learner. This meaning may be denied if the study of the past is approached as an end in itself. In addition, instructional programs should enable the learner to bring together and relate knowledge from many areas as a realistic preparation for life.

Furthermore, instructional programs should stress the interdependent nature of the global and immediate environment. They should acquaint the learner with the ecological, social, economic, political, cultural, and technological systems within these environments. In discovering the relationships between these man-made and natural systems, the learner can develop an awareness and understanding of worldwide problems and their actual and potential impact on the quality of life.

Instructional programs also should instill in learners a clear understanding that the preservation of their democratic society requires an alert and informed citizenry. Learners must realize that democracy cannot function effectively in a climate of ignorance and indifference. They must recognize that, as citizens in a democracy, they not only have certain inalienable rights but also serious duties and responsibilities.

The new emphases described in this section are not generally viewed as new courses. Rather, they are intended to become points of focus in many of the learning experiences that make up the curriculum.

In developing the new emphases in learning, schools should offer a variety of approaches, materials, and formats.

Therefore, the RISE Commission recommends:

7 Learners should demonstrate proficiency in essential skills.

7.1 Each learner should achieve and demonstrate specified levels of proficiency in the following essential skill areas:

- Each learner should demonstrate English language proficiency in the communication skills of reading, writing, speaking, and listening. Each professional teacher should assist learners in developing the skills to meet the reading and writing requirements unique to that particular subject area.
- Each learner should demonstrate proficiency in the computational skills of addition, subtraction, multiplication, and division, as well as in the use of decimals and percentages and in the understanding of the systems of measurement.
- Each learner should demonstrate the ability to maintain a satisfactory level of physical conditioning and psychomotor coordination consistent with one's identified needs and physical development. Each learner should also demonstrate an understanding of the health practices that will serve him/her throughout his/her lifetime. The physical conditioning needs of each learner should be determined by trained professionals on an individualized basis and communicated to that learner. The learner should meet personalized physical conditioning needs through participation in appropriate activities and demonstrate periodically that the

desired level of fitness is being maintained.

- Each learner should demonstrate scientific and technological literacy. Such literacy should include a basic understanding of scientific principles and the ability to apply that understanding to everyday situations.
- Each learner should demonstrate a knowledge of American government and institutions and an understanding of the responsibilities of a citizen in a democratic society. The learner should also demonstrate an understanding of the themes, lessons, and trends of history.
- Each learner should demonstrate the skills needed for positive interaction with others in the school and community. These skills are similar to those needed for interaction with individuals, groups, and institutions within the larger society.

7.2 Each learner should be required, as a condition of completing secondary education, to demonstrate specified levels of proficiency in reading, writing, and computation. The minimum level of proficiency should be determined by the state. A method of enforcing school systems' compliance with this requirement should be developed and implemented.

7.3 Local school systems should determine minimum levels of proficiency desired in all other essential skill areas for learners completing secondary education. In determining areas and levels of proficiency, local school systems should be sensitive to the needs and aspirations of their schools and communities. However, they also should consider the necessity of preparing each learner to function successfully as an adult within the larger society.

8 Social concepts that reflect present and future needs and concerns should be emphasized throughout the curriculum. Instruction should also emphasize development of human values.

8.1 Instruction should relate directly to and reflect contemporary and emerging concerns. It should offer a means of examining the nature of society and its economic, political, social, and cultural institutions. Knowledge of the past should be used to illuminate contemporary and future issues and aid in solving current and emerging problems.

8.2 Instruction should aid learners in developing and clarifying their social, political, moral, and cultural values and in understanding the values of others. To do this, learners should be taught the skills required for critical analysis of divergent opinions. As part of this process, learners should become sensitive to the techniques and intent of propaganda, slanted materials, and fallacious thinking.

8.3 Instruction should stress the relationships among various disciplines rather than being oriented to only one subject. The interrelationships of learning might be emphasized by presenting learners with problems requiring multidisciplinary approaches for solution.

8.4 Instruction should give increased emphasis to fostering insight into the relationship of the individual to one's ecological, social, and economic environments.

8.5 Instruction should acquaint the learner with the nature of a global society in which interdependencies extend beyond national boundaries and languages.

8.6 Instruction should acquaint learners with the processes used in producing and distributing goods and services. Learners should be taught how to discriminate among the many persuasions, products, and services in the consumer marketplace

and how to determine their value. Instruction should also be directed toward developing the functional skills needed to manage income, negotiate business matters, and adopt the attitudes and practices of a wise consumer.

8.7 Instruction should aid learners in developing knowledge and lifelong attitudes and practices leading to optimum health. Learning activities should promote the following: respect for personal health care; understanding of the biological and psychological processes of human development; awareness of communicable disease; development of skills in selecting health products and services; appreciation of the value of adequate nutrition; and development and maintenance of physical fitness.

8.8 Instruction should assist learners in acquiring skills in sports that can become lifelong activities and can be enjoyed on an individual, family, and/or coeducational basis.

8.9 Education for democracy should be a significant part of the instructional program. As part of this emphasis, the school's administration, student government, and student newspaper should reflect the principles of an enlightened democracy. In addition, instruction should be aimed at teaching the basic principles and history of American government and its institutions in a thorough, interesting, and meaningful manner. The institutions to which citizens relate most often—including the public school system—should receive primary attention.

9 Learners should be assured experiences that promote cooperation, understanding of others, and mutual respect.

9.1 Learning activities should be designed to equip the maturing learner for positive human relationships involving the family and others.

9.2 School systems shall provide planned experiences for learners to be in regular contact with and learn from people whose racial, ethnic, socioeconomic, or cultural backgrounds are different from their own. Such experiences can best be provided in schools that enjoy an integrated student body and staff. A method of enforcing school systems' compliance with this requirement should be developed and implemented.

9.3 Procedures should be implemented for balancing, replacing, and/or removing all prejudiced or biased instructional materials from the curriculum.

9.4 Learners should be assured of the opportunity to participate in all school courses, programs, and activities regardless of age, sex, race, religion, or national ancestry. Any stipulated prerequisite for participation—such as completion of previous programs, grade point average, or age—should have a direct bearing on the activity to which it is applied.

9.5 School systems should ensure that staff members at all employment levels reflect the charateristics of the larger society. This means the staff should represent a balance of such factors as sex, ethnicity, and age. Such a balance gives learners an opportunity to gain experiences and have contact with a diversity of people similar to those they will encounter as adults.

10 Learners should be instructed in the processes of decision making.

10.1 Teaching the processes of decision making should be a regular activity in various instructional programs. This activity should include learning to describe a problem clearly, developing possible alternative solutions, and selecting an appropriate solution.

10.2 Instructional programs should provide a process to help each learner understand his/her abilities, weaknesses, interests,

values, and personal qualities. This understanding can aid the learner in making wise educational and personal decisions. This process should be part of the continuous advising and counseling efforts by the instructional staff and parents.

10.3 Maturing learners should be given increasingly more opportunities to make decisions that affect their education and future. Learners should gain a practical awareness of the responsibilities and consequences related to their decisions. They should also gain experience in coping with these responsibilities and consequences.

11 Learners should have extensive and continuing opportunities for career awareness, exploration, and preparation.

11.1 Instructional programs should aid each learner in developing self-awareness and self-direction while expanding one's awareness of occupations, clusters of related occupations, and the changing employment market.

11.2 Instructional programs should continually emphasize career planning and opportunities in relation to subject matter. Actual work situations and resource personnel from the community should be used to aid the learner in developing career objectives and alternatives.

11.3 Each learner should be assisted in formulating appropriate attitudes about the personal and social significance of one's own work and the world of work. In familiarizing the learner with the world of work, the instructional program should provide him/her with an understanding of the economic, social, and political roles of trade unions, professional associations, corporations, other business and professional enterprises, government agencies, and consumers of goods and services.

11.4 Each learner should have an opportunity to gain an entry-level, marketable job skill prior to leaving secondary school.

11.5 Instructional programs should acquaint each learner with the importance of continuing education as a means to satisfy the ever-changing requisites for stability and advancement in employment careers.

11.6 Each learner should gain the knowledge, experience, and skills necessary to begin implementing career objectives and to become acquainted with various routes for career advancement. Learners should become familiar with successful techniques for seeking and obtaining employment. School systems, through cooperation with appropriate local and state agencies and organizations, should assist in the placement of learners who desire employment while they are enrolled or after they have graduated.

12 Learners should be prepared to use increasing amounts of leisure time in a personally rewarding manner.

12.1 Learners should be given opportunities to engage in personally rewarding leisure and recreational activities that may be continued throughout their lives. These activities—such as sports; reading; the visual, performing, and practical arts; as well as community service and political involvement—should be viewed as a diversion or complement to one's current vocation.

12.2 Provisions should be made for awarding school credit and/or recognition for participation in leisure-time activities that give learners skills and attitudes conducive to adult leisure-time enjoyment. Such activities need not be pursued under the direct supervision of the school. However, the school, including the learner, should determine the educational objectives to be met, and the

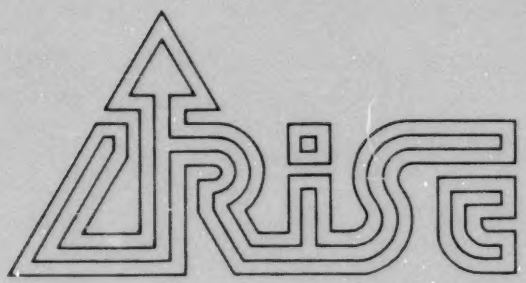
learner should satisfy these objectives in order to receive credit.

13 Learners should be introduced to, and involved in, aesthetic experiences as an essential part of the instructional program.

13.1 Instructional programs should promote the appreciation of beauty. Sensitivity to beauty should encourage learners to improve the appearance and quality of their environment as well as heighten their enjoyment of life.

13.2 Learners should be introduced to and, more importantly, allowed to participate in artistic, literary, musical, theatrical, or other aesthetic experiences. These experiences can motivate learners to pursue a lifelong interest in and an appreciation for the arts and humanities.

13.3 Instructional programs should stimulate the interest of learners to develop aptitudes leading to careers in the arts.



The New Educator

Significant reforms in the educational system cannot occur without major reforms in the responsibilities, training, performance, and assignment of educators and the relationships among educators and learners.

Although the methods in which educators have done their jobs in the past have been successful, the old ways of operating schools and classrooms are no longer appropriate for developing the type of educational system and young person envisioned in this report.

All educators should be responsible for planning and ensuring the finest possible educational experiences for learners in a personalized system that relies on demonstrated proficiency.

They must secure and utilize the best learning resources available in the school/community. They must assume responsibility for seeing that individuals and organizations in the school/community are served effectively and recognized properly for their part in the educational process.

Teaching efforts must be supplemented and enhanced by expanding the instructional staff to include others who can contribute to learning and accept responsibility for achieving desired outcomes. Broadening of the staff would enrich learning by introducing other dimensions of experience, expertise, and creativity.

Development of a personalized instructional program also requires a new emphasis

in counseling. Counseling should include instructional activities to aid learners in developing the personal skills needed to cope with school, emerging adulthood, and the world in general.

In addition, the school staff should include advisers who can provide learners with personalized and continuing assistance in solving problems, making educational decisions, and gaining self-knowledge.

Advising and counseling services of a highly personalized nature are particularly important to learners during the early years of adolescence. As learners become more self-reliant and self-confident, the nature of the advising and counseling resources must be adjusted to meet the changing requirements of learners.

As these new responsibilities are carried out, schools must make every effort not only to safeguard but also to enhance opportunities for personal interaction among learners and staff members, particularly professional teachers and counselors.

Because of the multicultural nature of American society, schools must also employ a staff that can relate to the diverse backgrounds of learners, their parents, and the community.

Furthermore, as increased options in learning times, places, and modes become available to learners, staff members must be willing and able to carry out their responsibilities in the manner, place, and time required by the particular learning activity.

In addition to redefining the responsibilities of educators, reform efforts must be directed at strengthening the quality of training and performance. This requires that training institutions adjust their programs to meet the new demands of public education. Training institutions should also become accountable to the state for the effectiveness of their programs.

To gain and strengthen skills and knowledge, educators must be provided with greater opportunities to design, conduct, and participate in a variety of staff development activities. The necessity for effective staff development becomes particularly important as reforms are implemented and shifts in school enrollment affect the hiring of staff.

A high level of staff performance may also be promoted through periodic renewal of all educational licenses granted by the state. Consideration should be given to establishing a renewal procedure and to designing licenses for various members of the broadened instructional staff.

An additional means of bolstering the quality of performance is to establish local selection and review procedures. These procedures should provide for the involvement of representatives of the various members of the school and community.

The employment and assignment of school staff must be based on the needs of the learners being served. The job security of any educator cannot be paramount to that educator's ability to adjust to the changing needs of learners nor to that educator's ability to meet those needs.

Existing dismissal procedures are too cumbersome and prolonged to permit school systems to dismiss educators who lack specific qualifications and skills needed for a personalized educational program. Districts should not be forced to retain educators whose performance, knowledge, or adaptability are obstacles to meeting the needs of learners.

Thus, procedures for evaluating and dismissing educators should be simplified and improved. However, the principles of academic freedom and due process must be retained and respected.

Therefore, the RISE Commission recommends:

14 All staff should support and promote a personalized instructional process for all learners.

14.1 Administrators should give the highest priority to developing staff and programs that personalize learning.

14.2 Administrators should give increased emphasis to coordinating participation in the decision-making process by parents, learners, staff, and other interested parties who need to be involved in the constant renewal of the educational system. Whoever is to be accountable for the results of a decision should have the right to make the final decision.

14.3 Administrators should coordinate educational activities for parents and others in the community as a means of promoting knowledge of, and involvement in, school programs and decisions.

14.4 Professional (certificated) teachers should act primarily as guides, managers, and facilitators of the learning process, in addition to being well-grounded and capable in a particular field. In carrying out this responsibility, professional teachers should arrange a broad array of learning options. Teachers also should be encouraged to develop opportunities for personal interaction with learners. They also should also utilize a number of persons with varied backgrounds who can provide instruction under the teacher's supervision.

14.5 School systems should be permitted and urged to broaden the capabilities of their instructional staff by seeking, identifying, and employing qualified persons who are not already professional teachers. These staff members should be provided with a basic understanding of teaching techniques and diverse learner needs. The responsibilities of these staff members and their expected level of competency should be specifically defined. In this way, instruction by professional teachers can be complemented by a wide range of personnel from many walks of life. Personnel might include members of the noncertificated staff, resource persons from the business, industrial, and professional community, volunteers from the community, and learners.

14.6 All adults in the educational process should be aware of the tendency of young people to emulate adults they contact frequently. Therefore, these adults should be expected to display positive attitudes and actions in the area of human relations.

14.7 School systems should give high priority to developing teams of professional teachers and other instructional staff members who are able to provide multidisciplinary learning experiences.

14.8 Instructional staff members should offer instruction to groups of learners of different ages who are prepared for the level of instruction to be offered. For example, such subjects as art or typing might be taught to a class consisting of adults, teenagers, and preteenagers who have been grouped together because of their level of readiness, not because of age.

14.9 Staffing provisions should allow learners to teach other learners as part of their own learning experiences. Such opportunities can assist learners in reinforcing their own learning and gaining personal benefits from interacting with others as teachers. Provisions should also be made to award credit to those learners who take part in some of these activities.

14.10 Staffing organization should promote development of professional teams to meet the personal needs of learners. Such a team might draw from the professional fields of counseling, health services, psychiatry, social work, and probation, as well as from instructional personnel. Team composition should be tailored to the special needs of the learner being served.

14.11 Teacher-learner ratios should be based on the nature of the learning activity to

be conducted and the educational outcomes desired.

15 Counseling and advising should be directed toward assisting learners in acquiring a positive self-image to deal with problems and decisions.

15.1 A sufficient number of credentialed counselors should be employed to serve as coordinators, planners, managers, and evaluators of instruction and services designed to build personal skills. These skills, which include acquiring a positive self-image and dealing with personal problems, should be taught as a regular instructional activity.

15.2 Counselors should serve as consultants to the instructional staff in solving interpersonal and learner behavior problems. Counselors should develop a relationship with learners to assist in solving personal problems that affect the learner's behavior and performance in school. If these problems require intervention by an outside agency or professional person, counselors should help parents in identifying and obtaining such services.

15.3 A sufficient number of adult advisers should be provided from the instructional and support staffs so that each learner can identify with and relate to at least one adult on a one-to-one basis. This type of one-to-one relationship should be available throughout the learner's school life. Advisers need not always be professional teachers.

15.4 Advisers should have the ability and resources to furnish accurate information and advice to the learner. They also should be able to monitor and report the learner's progress in meeting specified educational objectives. Advisers should aid learners in interpreting the meaning of school policies, practices, and options. Under certain conditions, a qualified adviser drawn from the community can be particularly helpful to a learner.

15.5 Counseling and advising services by staff members and advisers from the community should be augmented by peer counseling. By serving as counselors to other learners, a learner can gain experience and satisfaction, as well as reinforcement, for learning and decisions.

15.6 The counseling staff of each school should include those who can communicate appropriately with bilingual or bicultural students and parents from the community being served.

16 Institutions that provide training for educational personnel should be willing to attest to the quality of their programs and be sensitive to changing conditions.

16.1 Training programs should provide an early screening process that offers a means for the institution and for each candidate to determine the appropriateness of an educational career for that candidate. Systematic training should be provided to give the teaching candidate direct, continuous, and varied experiences with learners as an early part of the training program. Training should also give candidates an awareness and understanding of current and projected employment opportunities.

16.2 When a candidate applies for a credential after completing a training program, the training institution should be required to certify to the state that the candidate has met desired standards and demonstrated specified levels of proficiency. Standards and levels of proficiency should be established jointly by the appropriate state agencies and representatives of training institutions and local school systems.

16.3 In setting standards for preservice teacher training, consideration should be given to promoting all of the following in addition to subject matter competence:

- A high level of emotional maturity and stability
- An ability to interrelate subject matter
- A knowledge of various teaching and learning formats in a personalized system
- A professional perspective that reflects an awareness of the full range of educational needs and approaches—including new technology and techniques—to meet these needs
- A basic understanding of the ways in which schools are financed, administered, and governed
- An ability to look at divergent ideas objectively and present them to learners in a balanced, unbiased fashion
- A sensitivity to the needs and differences of individual learners, especially as members of a pluralistic society
- An understanding of and an ability to relate well with adolescents and preadolescents, particularly those from other backgrounds
- A knowledge of the development in young people of the perceptual and motor skills that are essential to the mastery of basic skills
- A knowledge of the particular needs of youth from educationally disadvantaged circumstances

17 Licensing of educational staff members should be studied and periodic review considered.

17.1 The existing system of state licensing of educators should be studied to consider the possibility of developing licenses for those staff positions described in this report. Consideration should be given to the feasibility of a licensing system that (a) encourages career progression and mobility; and (b) enables the educational system to make widespread use of currently unlicensed experts, parents, learners, and other community members in the learning process.

17.2 A study of licensing procedures also should determine if a system of periodic review and renewal—or some other method(s)—should be used as a means of ensuring professional competency. Particular consideration should be given to the question of renewing a license for an educational specialty when an educator has not recently practiced that specialty.

18 Local school systems should develop procedures for cooperative selection and review of staff.

18.1 Local procedures should be developed to make the process for selecting members of a school's educational staff one that includes advice from learners, current staff members, and community representatives. However, the supervisor who will be directly accountable for the employee's performance should make the final decision, and the supervisor's recommendation should be forwarded to the district's superintendent, who has responsibility for recommending employment action by the local school board.

18.2 Local procedures should be developed for the drafting of criteria for the evaluation of all educational staff members on the basis of performance. These procedures should allow for the consideration of representative views of those affected by the performance of the staff member under review. This might include learners and parents, as well as other staff members.

18.3 The following policies and practices for personnel selection should be con-

tinued, reinforced, and expanded to all school systems:

- Procedures should clearly state that the frequency of review will be specified by the employer at the time of employment.
- Procedures should give assurance that review will be based on performance. Once a staff member has completed the probationary period of employment, a periodic performance review should still be required as a condition of continued employment by the hiring agency.
- Procedures should allow for removing a staff member from a position if the staff member does not meet acceptable standards on his/her periodic review.

19 Staff development activities should be expanded and tailored to meet changing needs.

19.1 School systems, staff, and professional organizations should provide staff development activities in the skills of coordinating and managing resources and in good teaching techniques. These skills are needed to conduct an instructional program that is personalized for each learner and utilizes the broader community to provide varied facilities and enriched learning experiences.

19.2 Staff development programs should be designed and administered primarily at the local or regional levels so that they will be responsive to individual learner, staff, and community needs.

19.3 Staff members should assist in identifying specific training needs. Programs should be designed to meet these needs.

19.4 The special abilities of individuals on the instructional staff should be identified, and released time should be provided for them so that they may help other staff members improve their educational techniques.

19.5 When appropriate, various staff development activities for individual staff members should be held in the learning setting with learners present.

19.6 Staff development activities should be offered in a variety of ways and locations. Each staff member should have an opportunity to design his/her own programs with the approval of appropriate officials of the school system.

19.7 School systems should provide staff development opportunities in the area of multicultural education so that staff can better appreciate the heritage and values of the diverse groups in a pluralistic society. However, staff members should have the primary responsibility for attaining a sufficient level of sensitivity to the multicultural aspects of society.

19.8 Staff development activities for educators should include intensive training in the techniques of evaluating instruction.

19.9 Staff development activities for administrators and teacher trainers should include, at periodic intervals, the return of these educators to teaching responsibilities.

20 Procedures for evaluating and dismissing educators should be simplified and improved.

20.1 The existing process granting permanent status to public educators should be improved to provide as much assurance for the rights and welfare of the community and learners as is provided for educators.

20.2 Continued employment of an educator in a school system should be determined primarily on the educator's ability to carry out specific assigned duties. All assigned duties should be designed to contribute to meeting the needs of the learners being served. Other reasons for

dismissal presently specified in the Education Code should remain in force. Under no circumstance should the particular salary of an individual educator be any part of a consideration to dismiss that individual.

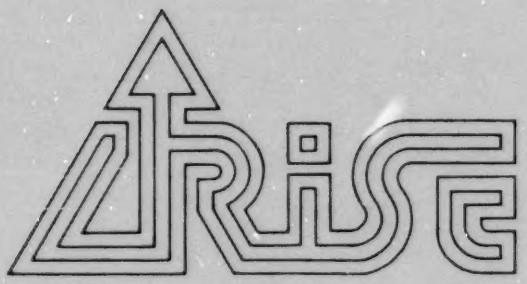
20.3 Evaluation procedures should be established that clearly focus on the educator's performance of assigned duties.

20.4 Prior to initiating dismissal proceedings, every effort should be made to assist the educator in question to improve his/her performance.

20.5 The process of dismissing an educator should be expedited to ensure that the community and learners will suffer minimum effects from the unsatisfactory performance of that educator.

20.6 Whenever a school system intends to discontinue the employment of an educator, the educator's right to due process must be observed.

20.7 The principles of academic freedom must remain inviolate, and educators must retain the right to hold beliefs of their choice. This will guarantee the right of educators to direct freely, within their specified job duties, the academic inquiry of learners.



New Resources and Responsibilities

Educational reform cannot be fully achieved without new and better managed resources and a clear establishment of responsibility for reform.

The educational system should make wider and better use of the state's human, physical, and financial resources to meet educational needs and enable learners to reach educational objectives.

Broadening the range of resources is a twofold task. First, it calls for firm assurance from the state that the level of financial resources will be adequate for meeting the needs of learners and staff within a constantly reforming educational system. Second, the broadening of resources requires that schools make more effective use of existing—but largely untapped—community resources, especially those physical and human resources that can promote a personalized learning process and meet the needs of a multicultural society.

School financing should encourage, not hinder, development of programs that emphasize a broad range of options for learners and teachers, including learners with exceptional needs.

The total impact of the recommendations in this report cannot be fully realized unless a specific and separate program of financial support is available to develop leadership and restructure existing school programs.

State funding for leadership training and restructuring must be a consistent element in

school finance planning. This will enable intermediate and secondary schools to continue to change in concert with broader social changes. In this way the state's educational system can become and remain self-renewing and effective.

The full financial implications of these reforms cannot be projected accurately at this time. Many of the recommendations can be implemented at no cost whatsoever. At the start, some recommendations may require considerable expenditures—particularly those that involve personnel. But many costs should actually diminish as people in the educational system begin to change and additional resources are utilized.

An equally vital part of the reform effort must be to coordinate participation of those individuals, groups of individuals, educational institutions, and other agencies that can contribute to a personalized educational system.

In addition, criteria should be established so that all individuals and institutions involved in this system may carry out their responsibilities effectively.

The citizens and taxpayers of California are entitled to assurance that their public schools are meeting the needs of learners throughout the state. They deserve evidence that schools are conducting programs tailored to the needs of their local communities. To provide these assurances, the programs of all California school systems should be evaluated on a regular basis, and the results of these evaluations should be available to the public.

The people of California are also entitled to have schools that are run in a responsive and democratic manner. Therefore, the process of governing a school or school district must recognize the differences in school neighborhoods. The process must also provide maximum flexibility for each school to respond to the needs of its learners, staff, parents, community, and the broader society. It must offer a means by which those affected by policy decisions can be informed of events and situations. The opinions of these individuals must be considered as policies are determined.

The responsible development and use of human and material resources require that all school systems develop and conduct a public information program based on the belief that a fully informed staff and public make wiser decisions. Involvement and support are meaningless without accurate information. As a matter of principle, the public has a right to know what takes place in the institutions it finances. Furthermore, the reporting of school system actions to the school and community, media, and general public is good insurance against needless misunderstanding and misinterpretation. Exceptions to disclosing information should only be made to protect the constitutional rights of individuals.

As part of the reform process, colleges and universities must work closely with the public schools to assure learners of an orderly transition from secondary schools to higher education.

Therefore, the RISE Commission recommends:

21 Schools should be assured of predictable funding at a level that will provide quality programs adequate to meet the individual needs of each learner.

21.1 State school financing should not be based on a school system's average daily attendance figures nor tied to the time or manner in which instruction is provided. School financing would be more realistic if it were based on the number of learners enrolled in a school system's educational programs.

21.2 Every school system should be assured a level of financing sufficient to meet the educational needs of each of its learners. This level should be determined by an annual review of statewide cost indicators on a school system basis. The State Department of Education should

proceed to plan and implement a budget of state financial support for all intermediate and secondary schools for annual presentation to the Legislature and the Governor.

a. In developing an annual budget of state support for all intermediate and secondary schools, the State Department of Education should account for expenditure trends to support yearly overhead costs, future projections, and approved multiple-year program commitments.

b. To facilitate planning and implementation of educational programs, the state's budgetary process should emphasize appropriation decisions as early in each legislative session as possible.

21.3 Separate funds, administered by the State Department of Education, should be provided annually to stimulate the necessary restructuring and provide leadership and staff development for the reform of intermediate and secondary education. The amount of funding should be reexamined annually to ensure its adequacy.

21.4 Provisions for retirement from a career in education should be structured and funded to give individuals a practical option of retirement at a relatively early age.

21.5 Additional funding as necessary should be provided for all cocurricular activities in intermediate and secondary school programs, such as interscholastic athletics and the performing arts.

22 School systems should make effective use of community resources, and incentives should be developed for community participation.

22.1 Every effort should be made to identify, obtain, and utilize fully and effectively those physical and human resources in the community that can contribute to achieving learning objectives. Specialized facilities and experts can bring vitality to the instructional program, particularly in the area of career awareness and preparation.

22.2 Attempts should be made to seek, manage, and coordinate the participation of various segments of the community in providing opportunities for learning, service, and cultural experiences. Among these segments are business, industry, labor, government, and nonprofit private organizations, as well as local residents of all ages.

22.3 A means should be developed to provide participating agencies and individuals with recognition, tax incentives, financial assistance, or other motivation for their participation in the educational process.

22.4 School systems should work with the community to make full and wise use of the increasing variety of new learning materials, equipment, and systems, such as television, computers, and other technological advances. These can offer a means for achieving greater independence in learning and teaching and in making optimum use of human resources.

22.5 The cooperation, support, and assistance of appropriate agencies should be obtained to provide a service for the employment and/or educational placement of learners as they complete their secondary education.

22.6 Extensive efforts should be made to gain and coordinate the involvement of other agencies and parents in solving school/community problems, such as problems of violence and vandalism and the health and nutritional needs of learners.

22.7 To the broadest extent desirable, services of all state and local agencies working to serve the needs of youth should be within easy access of learners.

22.8 School facilities and resources should be readily available to the community for educational and recreational activities if such use does not conflict with school programs. In this way school sites can be a center for community activity.

23 The programs of all school systems should be evaluated regularly.

23.1 The state should assume responsibility for establishing a statewide system of periodic evaluation of intermediate and secondary schools.

23.2 The evaluative criteria should include, but not be limited to, the degree to which learners achieve mastery of essential skills, prepare themselves for employment or further education, and demonstrate such proficiency as may be required by local school boards. The evaluative criteria should also include measures of school efforts to utilize community resources in learning activities and to ensure that all learners achieve mastery of essential skills.

23.3 The statewide system should provide for evaluation mechanisms in which learners, citizens, educators, and local school boards are actively involved in establishing local evaluative criteria, gathering information about those criteria, analyzing the information, and disseminating the results.

23.4 Results of school evaluations should be made available in a timely and understandable fashion to those who request them, and the availability of the results should be publicized.

23.5 In the event that a learner leaves the public school without attaining locally specified levels of proficiency in essential skills, the school should document for parents and the learner the reasons such proficiency was not achieved.

24 When formulating policy, those responsible for governance of the schools should seek out, respond to, and consider the information, advice, and recommendations of those parties affected by these actions.

24.1 Local school boards should adopt official and well-publicized means by which the views of those persons most interested in, and affected by, a decision are considered at appropriate stages of the decision-making process. Such a mechanism should be used for issues and topics of both general and specific interest.

24.2 Local school boards should focus attention on determining policy and should not become involved in implementing policy. Local school boards should give school administrators the authority and responsibility to implement board decisions.

24.3 School system policy should require a plan of operation that gives staff, parents, other adults, and learners in each school and community an active role in developing policies for their school's program.

25 School systems and school administrators should support an aggressive public information program.

25.1 Local school boards should adopt a firm, written policy that gives shape and direction to a comprehensive two-way communication process. This policy need not be a weighty catalogue of specific programs, but it should outline broad communication objectives.

25.2 Public information programs of school systems should be conducted with the aim of stimulating public and staff awareness of, and interest in, school

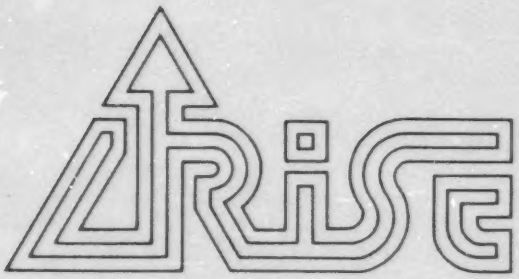
policies and instructional programs, thereby increasing the involvement and participation of staff, parents, and the community in school activities.

26 Intermediate and secondary schools and higher education institutions should cooperate in identifying college and university entrance competencies.

26.1 The state's public school system should work with institutions of higher education in identifying and describing the academic and personal skills a learner must have in order to cope with the challenges one will experience on the college or university campus.

26.2 Admission to college and university programs should rely not only on demonstrated academic proficiency but also on the learner's experiences in cocurricular activities and demonstrated abilities in areas beyond the standard academic mold.

26.3 School systems should seek to improve lines of communication with institutions of higher education to foster the following: reciprocal acceptance and understanding among the systems; joint projects in curriculum development and teaching approaches; recognition of the changing emphasis in learning; and acceptance of education as a continuing lifelong activity.



Concerns for the Early Adolescent

Since this report seeks to promote more personalized and effective education at both the intermediate and secondary levels, the Commission's recommendations are intended for application in grades seven through twelve.

Because of this broad application, the recommendations and rationale for reform do not usually differentiate between intermediate and secondary school learners. In fact, the Commission has specifically recommended elimination of the artificial barriers that separate learners on the basis of grade or age level.

Nevertheless, the Commission fully recognizes that important differences exist between the early adolescent learner at the intermediate or junior high school level, usually grades seven through nine, and the older teenager at the secondary or senior high school level, usually grades ten through twelve.

In view of the unique characteristics and needs of the early adolescent, the Commission acknowledges that certain of its recommendations cannot and should not be emphasized or applied in the same manner at both the intermediate and secondary levels. Therefore, before any implementation plan is developed by the State Department of Education, the Commission feels it is essential to explore these characteristics and needs in relation to the recommendations stated earlier in this report.

To begin with, the early adolescent learner is most obviously characterized by rapid and profound physical changes. These bodily

changes are accompanied by psychological, sociological, and emotional changes of similar magnitude.

Because each child has a unique timetable of growth and development, the early adolescent is often confused, frustrated, and concerned by the marked physical and emotional variances among maturing youngsters.

The early adolescent is truly "in-between" childhood and adulthood. This learner is consciously moving away from childlike ways of behavior toward more adult ways of behavior. However, the early adolescent finds it difficult—if not impossible—to fit completely or comfortably into either pattern. Thus, this learner may frequently and suddenly alternate between the two.

Until most learners enter intermediate or junior high school, their lives are almost entirely organized and directed by adults. During their elementary school years, youngsters generally seek to please their parents and teacher rather than their peers. But, as the learner enters adolescence, he/she begins to strive for peer group approval, often rebelling against adult influence or expectations. While seeking to conform with the peer group, the early adolescent is also searching for self-identity and awareness. These two types of objectives tend to work at cross purposes, much to the bewilderment and dismay of the learner.

During the pivotal years of early adolescence, learners are eager to test new ideas, skills, and talents. At the same time, they want security, understanding, and encouragement. These characteristics generate distinct educational needs. These needs require instructional programs providing opportunities for exploration of subjects, abilities, and interests.

Instructional programs for this age group must also focus on developing the learner's self-awareness and emotional well-being, as well as on developing cognitive skills and knowledge. Consequently, the Commission believes that several of its recommendations have special implications for the early adolescent. The first two recommendations in this report—recognition of the learner as the primary client and reliance upon demonstrated proficiency—are especially crucial. They represent a sharp departure from educational practices at the elementary level.

Since the intermediate school will offer the learner the first significant opportunities to make meaningful decisions about his/her education, latitude for such decision making should be related directly to the learner's level of maturity. There should be a gradual transition in decision-making responsibility from the parent to the learner.

In recognizing the learner as the primary client, special emphasis should be given by the school to aid younger learners in examining the possible consequences of their decisions and in developing a sound set of values on which to base their decisions.

As learners are phased into decision-making responsibilities, they should not be discouraged from taking risks for fear of failure or error. Instead, they should be urged to experiment, tackle new challenges, and learn from their mistakes.

In relying on demonstrated proficiency to determine a learner's progress, schools serving early adolescent learners should devote considerable resources and attention to assessing each learner's strengths and weaknesses. This assessment should be used to provide appropriate options to meet identified needs.

As new and varied options in programs and learning styles become available, the early adolescent cannot be expected to make all of his/her own choices immediately. Thus, opportunities for choices in learning programs, formats, places, and times (recommendations 3, 4, 5) should be made available on a gradual, but increasing, basis.

While the early adolescent may appear quite eager to learn in different situations and environments, the various learning locations (recommendation 4) available to these young people should be more closely linked with,

and supervised by, the school than the learning locations for older learners.

Because of differences in maturity levels, opportunities for learners to leave the school system temporarily (recommendation 5) should be more restricted at the intermediate level than at the secondary level, and more intensive counseling should be available to younger learners wishing to leave school.

As noted in recommendation 6, the size of a school setting may have a real bearing on learning, especially during the years of early adolescence. Thus, a smaller school setting becomes highly desirable for these learners.

It is extremely important that the intermediate school curriculum (recommendations 7 through 13) provide greater opportunities for early adolescents to explore careers, different subject areas, and the performing arts. As they progress in school, they should be able to pursue more specialized learning activities. In doing this, it may be necessary to offer learning activities that guide early adolescents in the exploration process.

The intermediate school curriculum should also devote extensive resources so that learners may gain mastery of essential skills (recommendation 7). Without this mastery, learners will be hindered from taking full advantage of the wide range of learning options that should become increasingly open to them as they mature.

Although many learners may be able to demonstrate proficiency in essential skills at a relatively early age, remedial instruction should be readily available at the intermediate level for any learner who may require additional assistance in reaching minimal levels of competency.

As learners seek mastery of essential skills, the intermediate school should make every effort to motivate and challenge learners to excel beyond the minimal levels and to experience satisfaction and joy in learning.

Recommendations defining new responsibilities for educators (recommendations 14 through 20) should enable intermediate schools to develop and maintain a staff that is more "learner centered" than "subject centered" and thus more responsive to the needs of early adolescents.

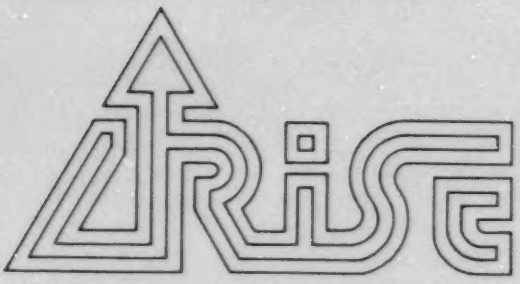
Educators who work primarily with children in this age group should view their assignment as an instructional specialty requiring particular skills and training. Such an assignment should not be considered a stepping stone to a senior high school position. Rather, it should carry its own status because of the special abilities it requires.

Since school counseling and advising efforts (recommendation 15) are extremely vital during early adolescence, these services should be greatly expanded at the intermediate level. By providing adequate services at the intermediate level, school systems may reduce the need for such services at the senior high school level.

Full consideration should be given to the special staffing requirements at the intermediate school level when providing financial resources (recommendation 21). Comparable levels of funding for intermediate and secondary schools should be considered so that intermediate schools may improve staffing ratios and services.

Finally, as guidelines are developed for the participation of learners in the decision-making process at school (recommendations 18, 22, 24), the degree of learner participation should be appropriate to the abilility of learners in a particular age group to perceive and evaluate school needs and accept responsibility.

If education becomes genuinely personalized to the extent envisioned by this Commission, school programs and services will indeed focus on meeting the needs of each learner as that learner moves from early adolescence to young adulthood. The Commission has no intention of prescribing *how* these programs should be developed and carried out. However, it does have a responsibility to emphasize that the age and maturity of each learner must be a primary factor in determining the way in which the Commission's recommendations are implemented.



Beyond the Report

California today is very much a product of the ever-changing 20th century and of the men and women who live here. The citizens of this state have built a society that can boast of great progress in a vast number of areas; yet, this same society has generated many complex problems that remain unsolved.

The people of California have built public institutions—schools, welfare agencies, health care networks, and criminal justice systems—that manifest both the progress and the problems of today's society.

This report has focused on one of those institutions—the school. More specifically, it has focused on one segment of that institution—the intermediate and secondary levels.

Because our educational system is a product and a reflection of our society, the Commission believes it is the right and responsibility of all the people of California—not of the Commission, not of the state, not of local educational agencies—to reform our schools.

The Commission maintains that there is an inescapable and justifiable need for change in our schools. But, if our schools are to serve society well in the years ahead, the Commission believes this change must be sparked by a carefully planned, broadly supported system of reform. Genuine reform can only occur and have a positive and lasting impact if the people of California willingly and actively support the reform effort.

This support is particularly important in the education community itself. The Commission is fully aware that public education operates through a set of laws, school systems, personnel, and practices. It is vital that the education community not only recognize the inevitability of change but also be a leader in the process of change. Change is bound to occur, but without the involvement of the education community, the task of reforming education can never be fully accomplished.

In shaping its vision of reform, the Commission has concentrated on bringing critical issues into focus, defining the primary objectives of public education, and devising ways for learners and educators to reach these objectives.

Rather than drawing a detailed blueprint for change that might hinder the flexibility and creativity the Commission seeks, this report is intended to rouse the imagination of educators, parents, and learners. It is designed to encourage them to develop and pursue a wide-ranging variety of options and approaches to personalized teaching and learning.

It has never been the task of the Commission to determine how its recommendations should be implemented in an organized, systematic fashion. That is clearly the job of the California State Department of Education. However, the Commission does realize that existing restrictions and restraints will have to be removed if the desired reforms are to be realized.

The Commission also understands that to reform education is, in many ways, to reform the society that the people of California have created. Thus, the Commission urges all Californians to consider what kind of an educational system, and what kind of a society, they seek for their children and the larger community. It further urges all Californians to work to make that system a reality, for any major reform will affect life here for decades to come.

The Commission has not assumed the role of telling the people of California what choices to make. Rather, this report is intended to begin the kind of debate which the citizens of this state deserve and from which sound decisions will be made.

The Commissioners have deliberated the issues involved and make these recommendations as a direction for action. The Commission has accepted the challenge by urging specific reforms; now it offers its challenge of making reform happen. To stand still is to deny the youth of this state the high-quality education they deserve and require.

Californians have the opportunity to give themselves a great gift: an educational system worthy of their children.

Addenda

Part I

Commission members have worked diligently to achieve consensus on all of the issues and recommendations included in this report. They agreed that consensus would consist of at least a 75 percent vote of approval for all recommendations included in the main body of the document. However, several members felt that additional or dissenting points of view that received less than the required 75 percent support should also be included. By agreement, these statements were circulated to the full Commission for review as part of the final approval process. The statements contained in Part I of this addenda gained concurrence from more than 25 percent of the Commission members.

PART I

ADDENDUM A

The Commission report, by covering a very wide range, tends to mix the central elements in reforming public education during the rest of this century with subsidiary issues. In our view these reforms should consist of three related elements.

First, we must redefine what a school is. In our view a school is wherever, whenever, and form whatever source each student can learn best. This means breaking down the barriers within schools that divide people into groups, often hostile to each other: administrators, teachers, aides, students. It also means breaking down the barriers which separate the schools from the community so that parents, businessmen, workers, public servants, and others can make their contribution to the education of our young people.

Second, there should be changes in who decides what is taught and what is learned. This means that students and parents should have much broader choices in deciding what kind of schooling they can have. The educational system would therefore have to offer a wide variety of options for the clients to

choose among; and the public should have a voice in defining the kinds of options that are offered.

Third, there should be more flexibility in defining where and when education takes place. The preamble to the Commission report proposes that society itself be at the core of schooling. This means that students should be able to gain some of their education in many ways—work, travel, community service, and so on—often far from the school and often also far from the certificated school staff.

We present our view of the central elements of reform for two reasons. First, we believe that the Commission report tends to underemphasize these elements by attempting to cover too broad a canvas, including many proposals which are not real reforms, but restatements of current policies and practices. Second, and far more important, we believe that this statement makes clear our basic premise: that society has put a disproportionate share of educational responsibility on the schools without corresponding increases in resources. This situation often leads to "mass production" of high school graduates as the path of least resistance. In the process, school systems have become large-scale institutions, often divorced from constructive interaction with the community. It is time to start reversing the trend of the past 75 years and to start building an educational system that brings together the resources of school and community to help young people meet their diverse and changing needs.

—Conrad Briner, Ramon Cortines, John Pincus, and Robert Stout

Concurrence by the following Commission members: Melvin Barlow, Elena Maria Bermudez, Robert Botts, Mary Jane Brinton, John Cimolino, Austin Davis, Laura Fujikawa, Charles Hutchison, Richard Johnsen, Gene Kaplan, Frank Kidner, Ruth Asawa Lanier, Robbin Lewis, Kendall Lockhart, Henry Marshall, Molly McGee, Beverly Mooney, Leland Newcomer, William Noble, Armando Rodriguez, and James Taylor

ADDENDUM I-B

There is some implication in the Commission report (e.g., Section 21.2) that state-local funding for education should be increased. In light of inflationary pressures, some increases may clearly be in order. But in a time of economic recession and an era of declining enrollment, any real increase in funding for schools should be tied to requirements that the additional resources are being used effectively as a condition of continued funding. California's early childhood education (ECE) program has set an example in this respect. Increases in ECE funds for school districts are tied to school-level performance in ECE-funded schools. The approach offers a sound basis for future increases in school system funding.

—John Pincus

Concurrence by the following Commission members: Melvin Barlow, Maria Elena Bermudez, Conrad Briner, Harvey Cole, Ramon Cortines, Austin Davis, Laura Fujikawa, Charles Hutchison, Robert Joss, Gene Kaplan, Frank Kidner, Ruth Asawa Lanier, Kendall Lockhart, Henry Marshall, Molly McGee, Beverly Mooney, Armando Rodriguez, Robert Stout, and Freda Thorlaksson

ADDENDUM I-C

Section 23 recommends that the state (Department of Education) be assigned the responsibility for evaluating the effectiveness of the educational program conducted by the local school district. I concur with the philosophy that every program should be evaluated as to the efficiency of its operation, the degree of meeting the needs of its clientele, and the degree of attainment of its own goals. I further agree that the development of the programs, goals, and procedures must be done by local people at the local level.

I cannot acept the concept that the state (Department of Education) could or should develop the method and procedures for evaluating fairly, equitably, and honestly the different programs developed by local districts and/or the inherent variations devised to meet the local needs and aspirations.

This is no more possible than would be an attempt to measure oil, diamonds, oranges, and wind velocity by the same yardstick.

I submit, as a classic case in point, the frustrations and resentments developed statewide this year over the evaluation methods and procedures (Monitor and Review) of this state (Department of Education) in assessing local early childhood education programs. The state is attempting to measure the degree of local proficiency towards meeting local goals by state-established criteria based upon procedures, not upon results. An evaluation of local proficiency *must* be based upon the criteria of the local program.

—John Cimolino

Concurrence by the following Commission members: Melvin Barlow, Maria Elena Bermudez, Robert Botts, Mary Jane Brinton, Harvey Cole, Laura Fujikawa, Catherine Golliher, Richard Johnsen, Gene Kaplan, Don Kenny, Ruth Asawa Lanier, Kendall Lockhart, Henry Marshall, Molly McGee, Armando Rodriguez, Lawrence Stevens, James Taylor, Freda Thorlaksson, and Merle Wood

Addenda

Part II

Two statements with additional or dissenting points of view were circulated to the full Commission for review, but they did not receive the 25 percent concurrence initially required by the Commission for inclusion in the report. However, the Commission decided at its last meeting that these statements also should be included as Part II of the addenda.

PART II

ADDENDUM A

Page 1 – Expected Outcomes of Education. I do not find the term "to think" in the expected outcomes. Nor do I find the expectation that young people should be ethical in their actions. I believe that schools should play a role in developing these qualities. This section should have spelled out clearly that a rational and ethical individual is a desirable goal for the school system.

Page 8 – Educational Progress and Proficiency. Section 2.2 is inconsistent with Section 2.4. Not "all" instruction can or should be placed in Skinnerian pigeonholes that educators call behavioral objectives. Section 2.2 in effect negates Section 2.4 and takes a lot of the interest, enjoyment, creativity, and fun out of learning. The problem with schools is not the lack of specific objectives but the lack of interesting activity and creativity.

Pages 20, 24, 22 – The New Educator. The twelfth paragraph on page 20 which states that schools are "forced" to retain incompetents is misleading. The failure of schools to dismiss incompetents is due to the lack of proper evaluation and courage to undertake a dismissal proceeding. What administration has failed to cope with in dismissing educators are basic

rights guaranteed under the Constitution. It is a myth that educators cannot be dismissed. This paragraph is held out as a hope to those who want to use teachers as a scapegoat. That hope is unrealized by a careful reading of Section 20 which, in effect, changes nothing.

Section 20, page 24, is inconsistent. It emphasizes the need to evaluate educators on the basis of performance but recommends that the list of reasons for dismissal contained in the Education Code be retained. Most of these reasons have little or nothing to do with the performance and effectiveness of educators.

Higher education and the credentialing system have been criticized for their ineptitude in training and licensing educators, page 22. Among their chief critics have been teachers who have had to learn the hard way how ineffective teacher training programs are. I would suggest that teachers should be involved in setting of standards and designing training programs rather than leaving it solely in the hands of those who have already failed.

Pages 12, 26-27 – Educational Environments and New Resources. The report generally avoids the question of proper funding and staffing of the educational system. Section 6, page 12, fails to point out that more teachers will be needed if the ideal of "personalized" instruction is to become a reality. Most people ignore the harsh reality that teachers instruct (or try to) as many as 200 or more students each day.

The introduction to the section on New Resources, pages 26-27, alludes to the fact that more personnel might be required but then states that, as more community resources are used, the costs of reform will be reduced. If schools and teachers are to equip the students with the skills and knowledge that this report suggests that they should have, it is unlikely that any reform of schools will be significant unless there is a reexamination of political and economic priorities to provide proper funding for the schools.

However, the RISE Report recommends that other agencies, which may be beyond the control of the public, receive public monies to conduct educational programs (Section 22.3, page 28). This would drain money from an already under-financed school system.

–Lawrence Stevens

ADDENDUM II-B

I am unable to concur in that section of the report appearing on page 24, and headed by the statement "20, Procedures for evaluating and dismissing educators should be simplified and improved" The reasons which cause me to withhold my concurrence follow:

1. The tone of this section is inappropriate. It is headed "–Evaluation and Dismissing Educators–" but the burden of this section as a whole relates to dismissal. The positive values of frequent evaluation processes are virtually ignored. The introduction of the report contains a list of factors which give rise to a school system, the performance of which is called seriously in the question. None of these factors suggests that generalized incompetence of educators lies at the root of the expressed dissatisfaction.
2. The Summary of Recommendations is positive in tone. The summary suggests affirmative steps which the Commission believes, in the aggregate, would improve the school system, improve the performance of learners, and develop a new awareness of the importance of the learning process. Against this background Section 20 may be read to mean that one of the essential difficulties is centered in incompetent educational professional staff. I do not accept that view. I believe that the thrust of this report–and it should be–is to convey a new sense of appreciation of the importance of schooling and of the important role which educators will assume in the implementation of these recommendations. It cannot then be other than counterproductive to convey the view that generalized incompetence is a serious problem and that steps must be taken to make it easier and quicker to dismiss an educator.
3. The Education Code contains provisions relating to the dismissal of educators. Those provisions need to protect the rights of individual educators on the one hand while assuring the rights of school districts for their designees to terminate the employment of an educator for a variety of reasons, including demonstrated incompetence. That is as it should be; if amendments to the Education Code are essential to remedy any existing defect, those amendments should be submitted to the Legislature.

–Frank Kidner

Appendix A
Invited Presentations to the Commission

The following state and national figures in education made invited presentations to the Commission for Reform of Intermediate and Secondary Education:

1. Ralph Tyler, Director Emeritus of the Center for Advanced Study in the Behavioral Sciences; and Chairman of the Exploratory Committee on Assessing the Progress of Education

   Presentation: "An Historical Assessment of the Success of American Secondary Education"

2. George B. Leonard, former Senior Editor and West Coast Editorial Manager of *LOOK* Magazine; Vice-President of Esalen Institute of San Francisco and Big Sur, California; author of *Education and Ecstasy* and *The Transformation*

   Presentation: "A Changing Society Requires Significant Changes in American Secondary Education"

3. Leon Lessinger, former Associate U.S. Commissioner of Education; now Dean of the University of South Carolina School of Education

   Presentation: "A Polyperceptual Transaction with Teaching"

4. Willis W. Harman, Director of the Center for the Study of Social Policy, Stanford Research Institute; member of the Commerce Technical Advisory Board of the Department of Commerce,

Washington, D.C.; member of the staff of Stanford University

O. W. Markley, Senior Policy Analyst with the Center for the Study of Social Policy, Stanford Research Institute

Thomas C. Thomas, Director of the Educational Policy Research Center, Stanford Research Institute

Joint Presentation: "Alternative Future Possibilities That Will Affect Intermediate and Secondary Education"

5. William Monohan, former Superintendent of the Fremont Unified School District

Presentation: "Historical Perspectives on American Secondary Education"

Appendix B
Presentations in Public Forums

Public forum locations appear in their chronological order. Speakers and topics are listed in their order of appearance at each forum. Copies of these presentations may be requested from Project RISE, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. Requests should include complete information regarding items sought. An asterisk (*) indicates presentations which were presented verbally only and for which no papers are available.

Hilton Inn–San Francisco Airport, Burlingame, California
August 8, 1974

1. The Trachtenberg Speed System of Basic Mathematics: Katherine Cain, Directoress, Country Lane School, General Public, Los Gatos
2. Statement of California Music Educators Association: William Burke, Music Coordinator, Mt. Diablo Unified School District, California Music Educators Association, Concord
3. Improvement and Change in Junior High Schools: Joan H. Celio, Seventh through Eighth Grade Task Force, Cupertino Union Elementary School District, San Jose
4. Schools as Community Learning Centers: Howard Jeter, Teacher, San Francisco Unified School District; Chairman, Education Committee, Berkeley Model Cities Program
5. Fulfillment of Individual Potential – Transcendental Meditation: Charles Kersey, International Meditation Society, Affiliate of Maharishi International University, San Francisco
6. The School as a Central Organizational Agency in the Community: Jerry Mullins, Project Supervisor, Crisis Counseling Project, Yerba Buena High School, East Side Union High School District, San Jose
7. Instructional Technology in the 1970s: Edmund M. Pease, Vice-President, Systems Research, Foundation for Advanced Communications for Education, Glendale

8. School-Community Involvement: Velma Million, Chairperson, East Valley Regional Park Association, San Jose
9. Selected Recommendations from the Kettering Report and Integration of Subject-Matter Disciplines: Sister Alice Tobriner and Candida Gillis, Education Department, Holy Names College, Oakland
10. Student-Teacher-Parent – Each Has a Shared Responsibility for Instruction. James Kramer, Executive Director, San Francisco Classroom Teachers' Association

*11. Conceptual Approach to Education: Bob Rothschild, Superintendent; Joseph Canciamilla, Board member; and Mario Menesini, Director of Curriculum, Pittsburg Unified School District

*12. Job Assurance for Graduates from Urban Areas: Allen Calvin, Dean, School of Education, University of San Francisco

*13. Alternative Schools: Anthony Flores, General Public, San Jose

*14. Some of the Problems the Teachers' Union Sees in the Present Intermediate/Secondary Education Structure: James E. Ballard, Vice-President, Northern California American Federation of Teachers, San Francisco

Fresno Hilton–Fresno, California
September 5, 1974

1. Science of Creative Intelligence as a Solution to the Problems of Education: Rick Sarkisian and Andrea Cowan, Students' International Meditation Society, Affiliate of Maharishi International University, Fresno
2. Peer Counseling – A Strategy for Change: Connee L. Bowman, General Public, Fresno
3. Making Languages Learnable with Ease: Michael Thomas, Director, Michael Thomas Language Center, General Public, Beverly Hills
4. Student Producer Program – Student Involvement: E. G. Somogyi, President, School Research and Service Foundation, Anaheim
5. Comparative Education – A Conceptual Model: Barbara Torell, General Public, Carmel
6. Current Problems in Secondary Education and Their Solution: Grant Jensen, Assistant Superintendent, Instruction, Kern Union High School District, Bakersfield
7. Contributions of Business Education to Student Preparation for Life: Dwayne Schramm, Professor of Teacher Education, California State University, Fresno; President, California Business Education Association
8. School-Community Involvement and Cooperation: Jerry Phillips, Area Administrator, Blackstone East, Fresno Unified School District
9. Recommendations for Secondary Education Reform – Behavioral Science, Work Experience, Independent Study, Flexible Programs: Wayne Jordan, Director of Instruction, Office of the Fresno County Superintendent of Schools
10. Preparation of Women for Positions in Education: Lillian Moore, Legislative Committee, National Organization for Women, San Jose

Holiday Inn–Redding, California
September 18, 1974

1. Secondary/Post-Secondary Articulation in Agricultural Education: Bill Burrows, Chairman, Applied Science Division, Shasta College, Redding
2. Student and Teacher Needs: Clayton Gregerson, Director, Regional Occupational Programs, Office of the Tehama County Superintendent of Schools, Red Bluff
3. Reform of Educational Hierarchy and Fund Allocation: Fred Berkeley, Assistant Superintendent, Wheatland School District
4. The Good Facts of Agricultural Education: Thomas J. Brazil, Manager, Trinity County Fair, Hayfork
5. Resources Needed for the Rural High School in the 70's and 80's: Edward A. Murphey, Superintendent, Red Bluff Union High School District
6. A Program of High-Interest Electives for Intermediate Grades: Richard Ferguson, Principal, Central Valley Intermediate School
7. Rationale for a Cross-Age Tutoring Program for High School and Elementary Students with Reading Problems: Sally Ann Pearson, Reading Teacher, Anderson High School, General Public
8. Multiple Options at the Intermediate and Secondary Levels: Bud Neely, Assistant Superintendent of Instructional Services, Office of the Shasta County Superintendent of Schools, Redding
9. Fine Arts in the Intermediate and Secondary Schools During the Next 25 Years: Leighton Edelman, General Public, Redding
10. Conservation Education Programs in Rural Schools: Roger Hardison, Tri-County Joint Union High School District, Weaverville
11. Age of Leaving School: Virginia Bryne, Teacher, Fall River Junior/Senior High School, McArthur
12. Indian History, Law, and Religion: Mildred Rhodes, General Public, Big Bend
13. Indian Studies: Genevieve Seely, California Indian Education Association, Central Valley

Holiday Inn–Redding, California
September 19, 1974

1. Nine Areas of Concern in Secondary Education: Leroy Christopherson, Counselor, Burney High School
2. The Importance of Indian Studies in the Schools: Francesca Fryer, Teacher, General Public, Redding
3. Alternatives to Academic Learning in the Intermediate Grades: Gabriele S. Brown, Principal, Mineral Elementary School

*4. Today's Child in Tomorrow's World: Christian Udelhofen, General Public, Redding

*5. Developing Strong Programs for Intermediate Grades: Glen D. Smith, Superintendent, Red Bluff Union Elementary School District

*6. Purging Corporal Punishment from Our Schools: Janet Taff, Committee to End Violence Against the Next Generation, Inc., Redding

*7. Articulation: Loren D. Phillips, Assistant Superintendent, Shasta-Tehama-Trinity Joint Community College, Redding

8. Problems in Intermediate Education: Cliff Peterson, Principal, Berrendos Elementary School, Red Bluff

*9. Problems of Intermediate and Secondary Education: Dean Dennett, Consultant, Program Development, Office of the Shasta County Superintendent of Schools, Redding

10. FFA – Value of Vocational Youth Organizations: Dave Holm, Dennis Johnson, Mark Scheiber, John Weiszbrode, Future Farmers of America, Redding
11. Concerns of Small School Districts: Paul Cole, Principal, Bend Elementary School District, Red Bluff

Office of the San Diego County Superintendent of Schools
San Diego, California
October 3, 1974

1. Diagnostic/Prescriptive Teaching: Elisa Sanchez, Director, Compensatory Education, San Diego Unified School District
2. Options (Alternatives) in Education – Year Round Schools: Charles Ballinger, Curriculum Coordinator, Office of the San Diego County Superintendent of Schools
3. 700 Project – Alternative Program Within a School: Albert C. Cook, Principal, O'Farrell Junior High School, General Public, San Diego
4. Essential Skills and Understandings for California High School Graduates' Well-Being: Walt Sorochan, Assistant Professor, San Diego State University, General Public, San Diego
5. Consumer Competencies: Janet Kintner, Attorney, and Marco Li Mandri, Student, General Public, Del Mar
6. What We Are Doing in Career Education: William Fansler, Principal, Wright Brothers Career High School, San Diego
7. The Energy Crisis: Ted Sandall, Physical Education Teacher, CAHPER, San Diego
8. Teaching Creativity in Our Present School System: Lester Ingber, Institute for the Study of Attention, Inc., Solana Beach
9. Reform of Education: Arthur James Brown, Sr., General Public, San Diego
*10. Reform Secondary Education: W. F. Bradley, Vice-Chairman, Area XII, Vocational Education Planning Committee, General Public, San Diego
*11. Medical Aspects of Exercise: John L. Boyer, California Medical Association, San Diego

National City Junior High School–National City, California
October 3, 1974

1. Community-Based Programs: Paul Snyder, Superintendent, Coastline Regional Occupational Program, Costa Mesa
2. What's Worth Learning for the Year 2000: Richard Brautigam, Superintendent, El Centro Public Schools, El Centro
3. Graduates Who Can Think Independently: Robert Kofahl, Science Coordinator, Creation Science Research Center, San Diego
4. On Career Education: Ronald L. Detrick, Director, Career Education, San Diego Unified School District
5. Parenthood Education: Carolyn Roeters, Teacher, Morse High School, General Public, San Diego
6. Tutorial Program, P.G. & E.: George Livingston, Representative, Government and Public Affairs, Pacific Gas and Electric Company, San Francisco
7. Second Language Learning Experiences Outside the Classroom: Harold Wingard, Curriculum Specialist, San Diego Unified School District
8. Del Rey High School – A Vocational High School: J. William Goddard, Director of Career and Vocational Education, Sweetwater Union High School District, Chula Vista

La Mesa-Spring Valley Education Center
La Mesa, California
October 3, 1974

1. Need for Physical and Health Education in California Public Schools, Grades 7–12: Ash Hayes, State President, California Association of Health, Physical Education, and Recreation, San Diego
2. Need for Organizational Flexibility at the Secondary Level: Tom Goodman, Superintendent, San Diego Unified School District
3. Human Needs to Be Met by the Schools of the Future: Noel Burch, Educational Consultant, Effectiveness Training Associates, Pasadena
4. Overview of Philosophy of California Mathematics Council: Leonard Tabor, Principal, Lakeside Farms Elementary School; and Vice-President, California Mathematics Council, Lakeside
5. Alternatives Within the Comprehensive School: Dick Jackson, Principal, Crawford High School, San Diego
6. Graduates with Conviction and Principles: P. Griffith Lindell, Project Administrator, Creation Science Research Center, San Diego
7. Beyond 1984 – Reforms Needed to Ensure the Future of Secondary Education: Ray D. Edman, Deputy Superintendent, Irvine Unified School District, Irvine
8. Extended School Year: David Pascoe, Associate Superintendent for Instruction, La Mesa-Spring Valley Elementary School District, La Mesa
9. Human Relations and a Man: Bob Stein, Teacher, Taft Junior High School, San Diego
*10. Alternative Schooling: Pat Kelly, Alternative School Committee, San Diego Unified School District

Riverside Museum–Riverside, California
October 15, 1974

1. Instructional Materials: Maintaining Their Value: J. Roy Barron, Director of Instructional Materials, Santa Barbara City High School District
2. Attitudes for the Future: Thomas M. Sheerin, Teacher, Alvord School District, General Public, Riverside
3. Necessary Reforms for Secondary Education: Robert E. Hummel, Superintendent, Hemet Unified School District
4. Compulsory Education: Robert Carey, Teacher, Ramona High School, General Public, Ramona
5. Expansion of the Community Classroom Concept: Ray House, Director of Occupational Education, Office of the Riverside County Superintendent of Schools
6. Non-Graded PHASE – Elective English Program: Raymond J. Hill, English Department Chairman, Indio High School, Desert Sands Unified School District, Indio
*7. Home Economics in the Future: Bonnie Rose, Teacher, Home Economics Department, North High School, Riverside
*8. Restructuring Secondary Education: Sylvia Andreatta, Supervisor, Teacher Education, University of California, Riverside

9. Time Request for Contributions from Middle and Secondary School Facilities – Not Just the Individual: Kathryn Fugate, Principal, Central Middle School; Association of California School Administrators, Region XII, Riverside

Riverside Museum – Riverside, California
October 16, 1974

1. Fundamental Skills Concept, K–12: Mary L. Kruse, Reading/Language Arts Coordinator, Office of the Riverside County Superintendent of Schools, General Public
2. Student Outcomes and Educational Change in Secondary Education: Mary Jo Poindexter, Consumer Economics Teacher, San Gorgonio High School; Home Economics Association, San Bernardino
3. In Support of the FFA Program: Eva Weiszbrode, General Public, Chino
4. Law, Education, and Participation: Richard Weintraub, Associate Educational Director, Constitutional Rights Foundation, Los Angeles
5. Reforms Needed – Staffing Rigidity and High School Role: Charles S. Terrell, Jr., Superintendent, Corona-Norco Unified School District, Corona
6. Student Involvement in the High Schools: Roy Burling, Student Representative, District Student Congress, San Bernardino City Unified School District
7. Individualizing Education in the Secondary Schools: Albert D. Marley, Assistant Superintendent of Instruction, Riverside Unified School District
8. Career Exploration, Decision Making, and Placement: Tom Kurtz, Coordinator of Regional Occupational Program, Counseling and Guidance, Office of the Riverside County Superintendent of Schools
9. Educational Reforms in Secondary Education: Melba Dunlap, General Public, Riverside
10. Education Code and State Department Involvement with Curriculum: Hal Kelban, Director of Secondary Education, Moreno Valley Unified School District, General Public, Sunnymead
11. Communications Skills as Process: Richard B. Reed, Student Teacher, University of California, Riverside, General Public

*12. Management Training Necessary to Deliver RISE: Ralph E. Kellogg, Superintendent of Schools, Moreno Valley Unified School District; Association of California School Administrators, Sunnymead

*13. Program for High School Age Migrant Worker: Alex A. Alexander, Principal, Desert Sands High School, Desert Sands Unified School District, Indio

Holiday Inn – Oakland, California
October 22, 1974

1. Updating High School Technologically Oriented Programs: Louie Melo, Professor, Industrial Studies, San Jose State University, General Public
2. The Role of the Art Docent in an Emergent Community School Art Program: Emma M. Rau, Art Docent Coordinator, Los Gatos Union Elementary School District, Los Gatos
3. Student Participation in Learning Civic Responsibility: Lotte Schiller, Trustee, Tamalpais Union High School District; New Voter Educational Research Foundation, San Rafael
4. Student-Created Television Series About Their Education: Luther Kirven, General Public, Oakland
5. The Need for Global Perspectives in Education: Don MacIntosh, Director, Diablo Valley Education Project, Mt. Diablo Unified School District; California Council for the Social Studies, Concord
6. Bilingual Education at the Secondary Level: Sam Cohen, Coordinator, Bay Area Secondary Teachers' Association, Bay Area Bilingual Education League, Oakland
7. Program Improvements in Oakland Public Schools: Alden Badal, Acting Superintendent, Oakland Unified School District
8. The Modular Interfacement Paradigm – Cognitive Learning Styles: Abd'Allah Adesanya, Attorney, Contra Costa County Legal Service, Richmond
9. Summer Hostels and Campsites: Leigh Robinson, Learning Center Coordinator, Richmond High School, General Public
10. Revitalizing Teaching Through Staff Development: William E. Jones, Coordinator, Secondary Education, California State University, Hayward
11. Career Education, Social Studies, and the Future: Barbara Brown, Social Studies Teacher, San Leandro High School; California Council for the Social Studies, San Leandro
12. Career Education in the Intermediate and Secondary Schools: Jim Mayo, Director of Career Education, Fremont Unified School District
13. Vocational Education at the Intermediate and Secondary Level: Ray Cupps, Vocational Education Coordinator, Office of the Alameda County Superintendent of Schools, Hayward
14. Skill Development in Social Studies and English: Kathryn Muus, Teacher, Loma Vista Intermediate School, Concord
15. Physical Education After High School: Wilhelmina Tribble, Teacher, McClymonds High School; CAHPER, Oakland
16. What Physical Education Means to Me: Nadine Davis, Student, San Lorenzo High School; CAHPER, San Lorenzo
17. Ignorance of the Real Reason for Exercise: Diane Coler-Dark, CAHPER, Oakland
18. The Community Viewpoint of District Needs: Darlene Lawson, Oakland Unified School District Advisory Committee
19. The Necessity of Retaining Physical Education and Recreation as a Part of the Secondary School Curriculum: Mrs. Robert Stich, General Public, Alameda

*20. The Need for a Higher Priority for Education in the State Budget: Philip N. Hayman, American Federation of Teachers, Local 771, Oakland

Fulton Junior High School – Van Nuys, California
November 6, 1974

1. Alternative Programs in English: Nancy McHugh, English Teacher, Chatsworth High School
2. Community Action Corporation: Louis Zigman, Labor Attorney, National Labor Relations Board, Canoga Park

3. Reforms in Counseling and Career Planning: Susan Hunter, Mayor's San Fernando Valley Education Committee Task Force on Counseling, Van Nuys
4. Minimum Standards for Graduation Requirements: Nancy Hoot, Mayor's San Fernando Valley Education Committee Task Force on Graduation Standards, Van Nuys
5. General Attitudes, Skills, and Understandings: Stephen S. Ochs, Teacher, Conejo Valley Unified School District, Thousand Oaks
6. Major Issues in Secondary Education – Isolation of Youth, Inclusion in Work Force, Relevant Education: Bill E. Sanson, Sierra Sands Unified School District, Ridgecrest
7. Project LEAP – Learning and Educational Action Through Participation – Social Studies: Lynne D. Stalmaster, Instructor, Beverly Hills High School
8. Rationale for English: Pat Murray, President, English Council of Los Angeles
9. Changes in Secondary Education: Roslyn Cooperman, Women for Education Committee, Beverly Hills
10. Optional Flexible Programs – More Individual: Sharon Gillerman, Student, Webster Junior High School, Los Angeles

*11. Alternative Instructional Programs: Leona Frank, General Public, Northridge

*12. General Reactions of Student's View: Bob Bordeleau, Junior, General Public, Van Nuys

*13. Reform Underway at Granada Hills High School in Behalf of Los Angeles Board of Education: Lewis Darling, Granada Hills High School

*14. College Preparatory Programs: Virginia McNeil, General Public, North Hollywood

East Los Angeles College – Los Angeles, California
November 6, 1974

1. Managing Change as Related to Students: Robert Melcher, Management Responsibility Guidance Corporation, Los Angeles
2. Secondary Education: New Developments within the CSULA School of Education: Phil Vairo, Dean, School of Education, California State University, Los Angeles
3. Nuclear School: The School as a Community Center: Robert Gomez, Director, Community Redevelopment Agency, General Public, Los Angeles
4. Suggested Reforms in Education: Simon Gonzales, Associate Professor, University of California, Los Angeles
5. A Question of Quality – Gifted: Gerald Zunino, Assistant Director, Title III, East Los Angeles College, General Public, Los Angeles
6. Mental Health Program – Project 100: Fernando Rios, Counselor, Bonnie Beach (Project 100), Belvedere Junior High School, General Public, Los Angeles
7. The Coordinating Counselor: Richard Henderson, Coordinating Counselor, Belvedere Junior High School, General Public, Los Angeles
8. Science of Creative Intelligence: Roy Adams, Students' International Meditation Society, Los Angeles
9. Flexible Physical Education Programs in Our Secondary Schools: Gwen Waters, President, CAHPER, Los Angeles
10. Individualizing the Student: Jeremy A. Sarchet, Consulting Psychologist, General Public, Whittier
11. Reaction to Draft Four of RISE: Mary Henly, Nurse, Mt. View Elementary School District, El Monte
12. Innovative Programs: Ophelia Flores, Principal, Belvedere Junior High School, General Public, Los Angeles

*13. Need for Bilingual/Bicultural Education: Francisco Franco, Director, Esquela de la Raza, Long Beach

Los Angeles Unified School District Office
Los Angeles, California
November 6, 1974

1. Philosophy of the Junior High School Programs in Los Angeles: Willard Skelley, Principal, Madison Junior High School; Los Angeles Junior High School Principals Association, North Hollywood
2. Senior High School Programs – Philosophy, Goals, and Graduation Requirements: Josephine C. Jimenez, Principal, Alexander Hamilton High School; Educational Development Committee, Senior High School Principals Association, Los Angeles Unified School District
3. Needs for Environmental Education: Bruce Crawford, Superintendent's Advisory Committee on Environmental Education, Shafter
4. Needed Directions in Secondary Education – A Teacher-Training Point-of-View: Raymond McHugh, Chairman, Department of Education, California State University, Northridge
5. Needed Reforms in Secondary Education: Jerome R. Thornsley, District Superintendent, Yucaipa Joint Unified School District
6. Social Science Education in Secondary Schools: Mel Rosen, Social Science Teacher, John Kennedy High School; President, Southern California Social Science Association, Granada Hills
7. Academic Assassination – Minority Students: C. E. Bradley, Advisory Council, Area C, Los Angeles
8. The Future of Instructional Programs: Harry Handler, Associate Superintendent of Instruction, Los Angeles Unified School District
9. Literary Inquiry: Jerry L. Sullivan, Associate Professor of English, California State University, Long Beach
10. The Student as Client: Bob Unruhe, President, United Teachers of Los Angeles
11. Needed Reforms of Intermediate and Secondary Schools: Emily Gibson, Freelance Writer; SEPIA, General Public, Los Angeles
12. Suggestions by Students for Improving Schools: Adele Somers, General Public, Los Angeles

Lynwood Community Center – Lynwood, California
November 7, 1974

1. Student Concerns Relative to RISE: Gerald Diaz, General Public, San Pedro
2. Role of Public Schools in Recreation: Frank Mangione, Coordinator, Youth Services, Los Angeles Unified School District
3. Rincon Intermediate School Exemplary Programs: George Dibs, Assistant Superintendent, Education Production, Rowland Unified School District. Rowland Heights
4. RISE: A Parent's Perspective: Lovis King, General Public, Glendora

5. Physical Education–Student Choice System: Al Minturn, Administrator, Los Angeles Unified School District
6. Improvement of Physical Education in the Secondary School: Bob Morris, Teacher, El Segundo High School, General Public, El Segundo
7. Career Needs of Students and Who Should Implement Reforms: Sinetta Trimble, Education Council for Secondary Schools, Compton
8. Suggested Educational Reforms: J. Ray Brown, Teacher, North High School, General Public, Torrance
9. Teachers and Parents – A Partnership: Doris Blum, PTA President, General Public, Glendora
10. School-Community Learning Centers: Nancy Wells, Teacher, San Pedro High School
11. Reform in Secondary Education from the Viewpoint of a Parent: Marilyn Dalton, General Public, San Pedro
*12. Problems in Education: Ruby May Flowers, General Public, Carson

Anaheim High School–Anaheim, California
November 7, 1974

1. A People's Plea for Reform: SELF: Jack Parham, Manager, SELF, Irvine Unified School District
2. Professional Organizations' Role in the Vocational Education Delivery System: Donald F. Averill, President, California Association of Vocational Education, Huntington Beach
3. The Development of Human Potential via a School Management System: John W. Hunt, Assistant Superintendent, Huntington Beach Union High School District
4. Reform in Pupil Personnel Services: Marilyn Bates, Coordinator, Counseling and School Psychology, California State University, Fullerton
5. Humanistic Aspects of Education – Education for Human Beings: Dan Donlan, Staff, University of California, General Public, Riverside
6. The Discipline of English in the Schools of the Future: Charles Schiller, English Teacher, General Public, Laguna Niguel
7. Home Economics – Skills, Knowledge, Understandings, Attitudes: Rita Hurley Taylor, Home Economics Teacher, Edison High School; Orange County District Home Economics Association, Huntington Beach
8. Curriculum and Facilitating Structures for Secondary Education Reform: William B. Zogg, Superintendent, Saddleback Valley Unified School District, Laguna Hills
9. Average Daily Attendance Recommendations: Robert Clucas, Student Advisory Council, Orange Unified School District
10. Career Technical Park: Jack Sappington, Administrator, Work Experience/Vocational Education, Orange Unified School District
11. Re: Middle School – Junior High School: Harry L. Hofferbert, Principal, McFadden Intermediate School; Central Orange County Association of California School Administrators, Santa Ana
12. The Art Program of the Future: Pauline Gratner, Coordinator, Art Education, Office of the Orange County Superintendent of Schools; California Art Education Association, Santa Ana
13. Openness to All Matters Concerning Human Existence: Wayne D. Lamont, Associate Director, California Alternative Learning High School, Santa Ana
14. Teacher Reactions to the Kettering Report: Virginia L. Walker, Chairman, Political Action Committee, Associated Chino Teachers, Chino
15. High School Athletics – The Price We Pay: Norman H. Neville, Jr., Teacher, Mission Viejo High School, General Public, Mission Viejo
16. Reaction to Draft Four of RISE: Sally Williams, School Nurse, Savanna High School; California School Nurses Organization, Anaheim
17. Class Size, School Financing, and the College Model: Harold O. Allen, Garden Grove Federation of Teachers, Garden Grove
18. Reforming the Administration of School Systems: Paul Snyder, General Public, Buena Park
19. Career Education: Gene M. Lung, General Public, La Habra
20. Description of the North Orange County Regional Occupational Program: Stan Ross, Superintendent, North Orange County Regional Occupational Program, Anaheim
21. The Role of Dance in Education: Greta Weatherill, Teacher, Orange High School
22. Physical Education: David Weatherill, Division Chairman, Health, Physical Education, Recreation, Chapman College, Orange
*23. Perspectives and Experiences for Junior and Senior High School Minority Students: Manuel Mendez, Architect, and Students from Santa Ana High School, Orange County Human Relations Commission, Santa Ana
*24. Local Control Based on a Guideline and a Permissive Education Code: Gary D. Goff, Principal, Brea-Olinda High School; Association of California School Administrators, Brea

Airport Sheraton Inn–Los Angeles, California
November 7, 1974

1. Flexibility in Course Offerings: Norma L. Wilbur, Consultant, Curriculum and Instruction, Office of the Los Angeles County Superintendent of Schools, Downey
2. The Counselor and the Student of the Future: Wanda Ehrhardt, Counselor, Burbank Junior High School; California School Counselors Association, Burbank
3. A Word in Favor of Youth: Robert F. Kelly, Superintendent, Antelope Valley Union High School District, General Public, Lancaster
4. Multiculturalism in the Curriculum for a Positive Self-Concept: Soledad Garcia, Principal, Wilmington Junior High School, General Public, Wilmington
5. Reactions Concerning Secondary Reform–Abolish Compulsory Education, Remove Subject Sequence, Reform Finance: Gerald E. Dart, Director, Educational Administration, Loyola Marymount University, Los Angeles
6. Prevention Power Pays: Regina M. Eddy, School Nurse, Long Beach Unified School District; President, California School Nurses Organization, Long Beach
7. Teaching English in Secondary Schools: Faye Louise Grindstaff, General Public, Granada Hills
8. Career-Related Education–Philosophy, Goals, Objectives, Methods: Barton W. Welsh, Superintendent, Southern California Regional Occupational Center, Torrance
9. Pilot Program in Junior High Schools Involving Inservice Teacher Training: Karolynne Gee and Annette Sweezy, Committee of Parents for Increased Professional Com-

petence of Secondary School Teachers, General Public, Los Angeles
10. Desirable Outcomes of Intermediate and Secondary Education: Pat Wickwire, Chairman, Directors of Pupil Personnel Services of Los Angeles County, Los Angeles
11. Is the 14th Amendment and Bill of Rights for Adults Alone? Joyce S. Fisk, Am[illegible]an Civil Liberties Union of Southern California, Los A[illegible]
12. Proposed Peer Counseling [illegible]m – Secondary Level: Mrs. Thomas Judge, General [illegible] Los Angeles
*13. Goals for Survival: Forrest Cou[illegible]acher, Rancho Los Amigos Hospital School, Downey
*14. Social Studies Concerns: Nancy Nu[illegible]; Social Studies Department Chairman, Lawndale High[illegible]hool
*15. Practical Changes for Effective Learning: Mildred K. Rabin, Secondary School Teacher, General Public, Los Angeles
*16. Be Sure of any Program: Mrs. William Wall, 33rd District PTA, Whittier

Office of the Santa Clara County Superintendent of Schools
San Jose, California
November 20, 1974

1. The Importance of Curriculum Materials Which Are Free of Racism and Sexism: Allan Seid, Chairman, Santa Clara County Human Relations Commission, San Jose
2. Reasonable Expectations for High School Graduates: Albert Vatuone, Cambrian School District, Campbell
3. Open Classroom Education: Fran McTamaney, O.K. Alternative Program, Cupertino Union Elementary School District
4. Art Programs Today and Tomorrow: Jan Tellefsen, Santa Clara County Art Commission, San Jose
5. Sexism in California Schools: Diane Wisner, National Organization for Women, San Jose
6. Suggested Reforms for Intermediate Education: Bud Mardock, Principal, Union School, San Jose
7. Community School, An Alternative Education Mode: Susan Omsberg, Teacher, Alternative Education Program, W. C. Overfelt High School, San Jose
8. Student Composition on Killing and Its Effect: Frank Ratliff, English Curriculum Commission, San Jose State University
9. Preventive Health Measures for Intermediate and Secondary Schools: Mary Salocks, Supervisor of Nurses, San Jose Unified School District; California School Nurses Organization, San Jose
10. Language Arts Instruction in the Palo Alto Schools: Carolyn Tucher, The Parents' English Committee of the Gunn Complex, Palo Alto
11. Thoughts on the Education of the Adolescent: Mr. Pat Felice, Principal, Benner Intermediate School; Association of California School Administrators, San Jose
12. Educational Park as a Viable Solution to Some Major Educational Problems: Guy C. Klitgaard, Principal, Educational Park, East Side Union High School District, San Jose
13. The Teaching of Values: An Imperative for the Schools – Staff, Curriculum, Physical Environment: Henry Jensen, Director, Program Development, East Side Union High School, San Jose
14. Role of Guidance in a Union High School District: Tom Stephens, Director of Student Personnel Services, Sequoia Union High School District, General Public, Redwood City
15. School and College Cooperation – An Experimental Project in Concurrent Enrollment: Larry M. LeKander, Assistant Superintendent, Instructional Services, Salinas Union High School District
16. New Educational Directions Through a Different Environment – Support for Alternative Educational Programs: Nick Leon, Omnibus School, W. C. Overfelt High School, East Side Union High School District, San Jose
17. Media Library Dynamics: Bill Hinchliff, Basement Roots Library, Santa Cruz
18. Institutional Decision Making – Administrative Authoritarianism: Charlotte Lowry, Teacher, General Public, Fremont
19. School-Community Cooperation: Joan Celio, League of Women Voters, San Jose
20. The Teacher as the Chief Agent of Reform: Samuel T. Skeete, Henry Slonaker School, Alum Rock Union Elementary School District, San Jose
21. Equality for Both Sexes in Education: Millicent Rutherford, Commission on the Status of Women, Santa Clara County, San Jose
22. Emphasis in Education – School-Community Cooperation, Alternative Programs, Growth of Education: Patricia Cabral, Graduate Class, San Jose State University
*23. Need for Compulsory Physical Education in Intermediate and Secondary Schools: Martin Trieb, California Medical Association, Committee on Sports, Medicine, and Physical Fitness, San Jose
24. Accurate Portrayals of Asian-Americans in Educational Media: Mary Chan, Asian-Americans for Community Involvement, San Jose

San Francisco Unified School District Office
San Francisco, California
November 20, 1974

1. Teacher-Student Learning Partners – Modular Interfacement Paradigm: Cary Kinchen and Abd'Allah Adesanya, Children's Educational Research and Development, Berkeley
2. A Community View of Educational Change: Evelyn Wilson, Chairman, Sunset-Parkside Education and Action Committee, San Francisco
3. Educational Opportunity Bank: Eunice Loewke, Vice-Principal, Petaluma High School, General Public, Petaluma
4. Elimination of Sexism from Instructional Materials: Marie A. Long, National Organization for Women, San Francisco
5. Care Counseling: A Problem Ownership Program: Mary E. Lee, Assistant Principal, Capuchino High School, General Public, San Bruno
6. Goals for Student-Health Maintenance: Patricia Ross, School Nurse, El Camino High School; California School Nurses Organization, San Francisco
7. Restructuring the Traditional California Junior High School: Albert Koshiyama, General Public, El Cerrito
8. Recommendations in Health Education: Katherine Murphy, Registered Nurse, General Public, Danville
9. CCCTE Recommendations – English Skills, Education of Whole Person, Career Preparation: Richard Latimer,

President, Central California Council of Teachers of English, Santa Rosa

10. A Statement of Secondary Educational Concerns: Bette W. Landis, President, Secondary Council, California Congress of Parents and Teachers, Inc., San Francisco
11. Mandated Alternative School Programs for Children Under 16: David Theis, Counselor, Redwood High School, General Public, Redwood City
12. Feedback Is a Necessary Part of Education: Robert A. D. Schwartz, President, United Plastics Corporation, Oakland
13. Northern California Personnel and Guidance Association Recommendations to RISE: Richard C. Date, Assistant Principal, Balboa High School; Northern California Personnel and Guidance Association, San Francisco
14. Experience-Based Learning for Adolescents: Dyke Brown, Director, Athenian School, Danville
15. Global Perspectives in Education: Why and How: Robert Freeman, Director, West Coast Office, Center for War and Peace Studies, Orinda
16. Need for Health Education in Our Schools: Gene Huber, Supervisor, Health Education, San Francisco Unified School District School Health Association, San Francisco
17. Enact Reform, Not Paperwork: Dorice Murphy, Eureka Valley Association, San Francisco
18. Recommendations for Physical Education, Grades 7–12: Gordon M. Gray, Physical Education Instructor, General Public, Belmont
19. Secondary School Cutting: George M. Chavez, League of United Latin American Citizens, San Francisco
20. Primary Schools for the Spanish-Speaking: Consuelo Warton, League of United Latin American Citizens
21. The Urban School as a Model for Public Secondary Schools: Paul Jaffe, Urban School of San Francisco, San Francisco

*22. Suggestions for Reforming High School Education: Effie Schwarzochild, General Public, San Francisco

*23. Reform Suggestions in High School: Sue Bohegian, Student, McAteer High School, San Francisco

24. Suggested Reforms in Secondary Education: Steve Bayne, Associate Director, San Francisco Service Center for Public Education, San Francisco

Water Resources Building–Sacramento, California
December 4, 1974

1. Mentally Gifted Needs in Grades 7–12: Durand Steiger, Sacramento Area Gifted Association, Sacramento
2. Recommendations for Intermediate and Secondary Reform: Marion Reed, Teacher, El Dorado Union High School, Placerville
3. Student Opinions on Reforms Needed for Secondary Education: Roxan Beam, Student, Ponderosa High School, and Victor Stukalo, Student, El Dorado High School, El Dorado Union High School District, Placerville
4. The Future of Music Education in California Secondary Schools: William Burke, Music Coordinator, Mt. Diablo School District; California Music Educators Association, Concord
5. The Middle School as an Alternative to the Junior High School: Donald Grettum, Cupertino Union School District Middle School Committee, Cupertino
6. Reading in the Junior College: Diane Pruim Pattison, English Teacher, Yuba College; Yuba College Faculty Association, Marysville
7. Curriculum 1984: 10 Years to Go: John Cambus, Chairman, Department of Speech and Drama, California State University, Hayward; California Curriculum Correlating Council, Hayward
8. Instruction and School Climate – Education for Student Needs: Richard Sovde, Principal, Elk Grove Senior High School, General Public, Elk Grove
9. The Need for Work Experience Opportunities for High School Youth: Norvin R. Spence, Executive Secretary, California Association of Work Experience Educators, Modesto
10. Need for Educational Accountability: Jackie Berman, State League of Women Voters, San Francisco
11. Recommendations in Health Education: Katherine Murphy, Registered Nurse, General Public, Danville
12. Art: A Fundamental for Education of the Future: Jim Snowden, Consultant in Art and Industrial Education, Mt. Diablo Unified School District; California Art Education Association, Concord
13. Sexism in Curriculum – Intermediate Grades: Margaret Goodrich, Teacher, San Juan Unified School District; National Organization for Women, Carmichael
14. Eliminate Sexism in Curriculum: Larrene Nichols, National Organization for Women, Sacramento
15. Title IX and Girls in Athletics: Lil Mitch, League of Women Voters, Sacramento
16. Secondary Education Concerns and Recommendations for Their Solution: Katherine Zachariades, 16th District PTA, Castro Valley
17. High School Cutting and Absenteeism: Amanda Williams, General Public, Berkeley
18. Teacher Performance and Curriculum Reform: Jacqueline Foster, Berkeley High School Parents and Teachers Association, Berkeley
19. Industrial Arts Education: A Comprehensive Look: John Banks, Industrial Education Teacher, Stockton Unified School District; Industrial Education Association, Stockton
20. An Outline of the Procedures for Implementing the Science of Creative Intelligence in Secondary Education: Susan Levin, Melanie Brown, and Stan Crowe, International Meditation Society, Affiliate of Maharishi International University, Goleta

*21. Activity Packages and Individualized Learning: Joe Mariatt, Instructor, Hiram Johnson High School, Sacramento

*22. Positive Educational Transformation: Jessie Stevenson, General Public, Berkeley

*23. Areas of Concern: Ann Deirup, General Public, Berkeley

State Department of Education Building
Sacramento, California
December 4, 1974

1. Realistic Concepts Are Necessary for Reform: Eugene C. Kim, Professor, School of Education, California State University, Sacramento
2. Put the Student on the Team – Self-Directed Education: Burt Liebert, Supervisor of Teacher Education, Department of Education, University of California at Davis, General Public, Davis
3. The Crisis in Writing: Jim Gray, Supervisor of English Education, University of California, Berkeley
4. Guidelines for Education – Curricular Revision, Teacher Training, Public Participation: Warren Conner, Plumas

Unified School District Ad Hoc RISE Committee, Chester

5. ACSA Region II, Outcomes for Education – Performance-Based Achievement, P.E. Reform, Staff Improvement: John R. Graf, Principal, El Dorado High School; Association of California School Administrators, Region II, Placerville
6. Age Requirement for Compulsory School Attendance Should Not Be Lowered: Mark Fillerup, Student, Paradise High School, General Public, Paradise
7. State of Reading: Pennie Needham, Contra Costa County Council of the International Reading Association, Danville
8. Requiem for Compulsory Education: Carolyn Salls, Research Class at California State University, Sacramento
9. Alternative Education: Lucille Gansberg, Chairperson, The Planning Council, Incorporated, Sacramento
10. School Health Services for the Future: Cheryl Reyes, California School Nurses Organization, Fullerton
11. Needed Changes in the Funding and Curriculum of Secondary Social Studies: Lawrence Fischback, Teacher, Garey High School; Social Studies Teachers of Pomona Unified School District
12. Place of Foreign Language in Secondary School Reform: James A. Garvey, Acalanes High School; California Foreign Language Teachers Association, Lafayette
13. How to Correct 75 Percent of the Reading Problems in California Secondary Schools This Year: George E. Fulton, Educational and Industrial Research, Inc., Beverly Hills
14. Class Loads in Writing and English Classes: Ada Jeppeson, Teacher, Pomona High School English Department, Pomona
15. Counseling, Guidance, and Placement at the Secondary Level: Ed Nickerman, Assistant Superintendent, Office of the Mendocino County Superintendent of Schools; Chairman, Association of California School Administrators, Region 4, Vocational Education Committee, Ukiah
16. Title IX and Girls in Athletics: Jacquie Swaback, League of Women Voters, Sacramento
17. Concern for the Interscholastic Athletic Programs of California: Al Baeta, California Coaches Association, Sacramento
18. School Health Education: Jerry M. Gotta, Associate Professor, Department of Health and Safety Studies, California State University, Sacramento

*19. The Student Perspective of Career Education: Gordan Heinrich, California Advisory Council on Vocational Education, Modesto

*20. The Articulation and Coordination of Educational Experiences as Seen by Students: Claudia Mendenhall, Student Member, California Advisory Council on Vocational Education, Carpinteria

Employment Development Department Building
Sacramento, California
December 4, 1974

1. A Hypothetical Model for a High School Career Development Program: Norman Stanger, Chairman, Program Committee, California Advisory Council on Vocational Education, Sacramento
2. Equal Educational Opportunity for Job Preparation: Robert Millslagel, Vice-Chairman, California Advisory Council on Vocational Education, Santa Cruz
3. The Role and Mission of Vocational Education: Robert Lawrence, California Advisory Council on Vocational Education, Sacramento
4. Social Studies Instruction Within and Outside the School Plant and Experimental Civic Education Project: George Pickett, President, California Council for Social Studies, Sacramento
5. An Eighth-Ninth Grade Elective Program for English and History: Robert Fossgreen, Ad Hoc Committee for the Elk Grove Education Association – RISE, Elk Grove
6. The Role of Educational Media in Reforming Intermediate and Secondary Education: William Roberts and Earlene Billing, California Association for Educational Media and Technology and California Association for School Libraries, Santa Barbara
7. The Immediacy and Future of Mathematics: Floyd Downs, Mathematics Teacher, Hillsdale High School; President, California Mathematics Council, San Mateo
8. School Financing: Bill Mitzel, Student, Paradise High School
9. Gearing for World Change: Ed Wong, General Public, Sacramento
10. The Health Status of Our Schools – Are Our Schools Healthy? Mary Avery, School Nurse, Preschools, San Juan Unified School District; California School Nurses Association, Carmichael
11. The Importance of Art Education in the Intermediate and Secondary Schools: Robert George, Art Teacher, Ganesha High School Art Department, Pomona Unified School District
12. Needs of Secondary Education – Curriculum, Personnel, Finance: Billie Minasian, McClatchy High School PTA, Sacramento
13. Class Size and the English Curriculum: Jack Pelletier, English Teacher, General Public, Carmichael
14. Dance and Arts: Angela Hudson, President, California Dance Educators Association, San Mateo
15. Individualized Instruction Program at Leggett Valley High School: Louis J. Fisher, Principal, Leggett Valley Schools, Fort Bragg Unified School District, Leggett Valley
16. Social Studies - School-Community Cooperation: Ronald S. Moore, President, Sacramento Area Council for Social Studies, Sacramento
17. Staff-Operated Schools: Eugene F. Hansen, Teacher, General Public, Auburn
18. Title IX and Girls in Athletics: Carolyn Garrison, League of Women Voters, Carmichael

*19. Grass Roots Feedback: Kalil Gezi, Chairman, Department of Behaviorial Sciences/Education, California State University, Sacramento

Presentations from Professional Educational Organizations

San Diego Hilton at Mission Bay–San Diego, California
January 5, 6, 7, 1975

*1. Presentation to RISE: George Perry, President, California Association of Compensatory Education, Berkeley

2. Testimony Presented Before the Commission on Reform in Intermediate and Secondary Education: Ruth Swenson, President, California Congress of Parents and Teachers, Inc., Los Angeles
3. Secondary Education Reform Suggestions: Cindy Collins, Megan O'Neill, and Doug Immel, California Association of Student Councils, Mountain View
*4. Youth and the Administration of Justice: Dick Weintraub, Project Director, with Renee Fajima, Natalie Salazar, and James Mejia, Constitutional Rights Foundation, Los Angeles
5. A Presentation to RISE: Steve Edwards, President-Elect for Bryan Stevens, President, California Teachers Association, Burlingame
6. Recommendations of the California Federation of Teachers: Miles Myers, Senior Vice-President, California Federation of Teachers, Oakland
*7. Presentation to RISE: Ron Johnson, President, Association of California School Administrators, Burlingame
8. The Student as Client: Ed Burke and Hank Springer, United Teachers of Los Angeles
9. Students and Counselors of the Future: Alex D. Aloia, President, California Pupil Personnel and Guidance Association, Fullerton
10. Outline of Presentation to RISE Commission: Wesley Berry, Executive Director, Accrediting Commission for Secondary Schools, Burlingame
11. Presentation to RISE; Hank Weiss, Executive Secretary, Industry Education Council of California, Los Angeles
12. California School Boards Association Position on the 32 Recommendations of the National Commission on the Reform of Secondary Education: Marion Bergeson, President, and Joseph M. Brooks, Executive Secretary, California School Boards Association, Sacramento
13. Teacher Training in California: W. Donald Clague, Dean of Graduate and Professional Studies, La Verne College; California Council on the Education of Teachers, California State University, Fullerton

Appendix C
Position Papers Mailed to the Commission

(Arranged in the order in which they were received)

1. Community Relations Plan: Helen Fisher, General Public, Cypress
2. Job Skills, College Credits in High School: Wayne S. Ferguson, District Superintendent, Palmdale Elementary School District
3. Summary of the Evaluation of the Youth and the Administration of Justice Project: Vivian Monroe, Executive Director, Constitutional Rights Foundation, Los Angeles
4. Position Paper on the Reform of Intermediate and Secondary Education: Lloyd G. Jones, Superintendent of Schools, Torrance Unified School District
5. Social Science for Tomorrow: A Curriculum of Student Inquiry, Discovery, and Participation: Robert D. Barnes, Chairman, Social Science Department, John Muir High School, Pasadena
6. Job Training: Stan Bastian, Chairman, Social Studies Department, Willow Glen High School, San Jose
7. Counselor Recommendations for a More Human Education: Robert Klein, Richard Furlong, Madeline Roye, and Robert Bonner, RISE Statement Committee, Placer Joint Union High School District, Auburn
8. Alternative Diploma for Students Unable to Complete a Regular Four-Year Course: Elaine Peterson, Head Teacher, North Valley High School, Orland
9. Private Precollege Education Should Be Represented: Christopher Berrisford, Headmaster, Harvard School, North Hollywood
10. School Survey – Mitchell Junior High School: Fran Johnson, Legislation Chairman, Mitchell Junior High PTA, Rancho Cordova
11. Student Needs, Grades 9–12: Jack Williams, Assistant Superintendent, El Monte Union High School District
12. Anaheim Union High School District Position Paper: R. Kenton Wines, Superintendent, Anaheim Union High School District
13. Program Concept in Secondary Education: William H. Cornelison, Principal, Vacaville High School
14. Issues of Educational Change: Gary W. Brophy, Superintendent, Hughson Union High School District; Chairman, Secondary Administration Committee, Region VII, Hughson

15. Contemporary Emphasis for Educational Change and Overview Highlights from Balboa (Prototype School): Henry Magnuson, General Public, Salinas
16. California State PTA Position on Truancy: Shirley Behr, California Congress of Parents and Teachers, Inc., Sixth District, Santa Clara County, San Jose
17. RISE Commission Position Paper: Teacher Support System: Philip E. Nickerman, Assistant Superintendent, Vocational and Career Education; and Ron Snowden, Regional Occupational Center Coordinator, Office of the Mendocino County Superintendent of Schools, Ukiah
18. Urban Pioneer Program: Thomas E. Rickert, Coordinator, Urban Pioneer Program, San Francisco
19. Suggestions to Improve Secondary Education in California: Nelson C. Price, Director, Northern Development Center, Evaluation Improvement Project, Office of the San Mateo County Superintendent of Schools, Redwood City
20. Train Students for Future Responsibilities Through Required Civics: Hilda Fritze, General Public, Tustin
21. Train Students in Human Relations Skills: Dorothy Warner, Instructional Assistant, Office of the Orange County Superintendent of Schools, Santa Ana
22. Increase Teacher Competency with Teacher Inservice Education: John Avila, Curriculum Specialist, Ceres Unified School District
23. Recommendations for Secondary-Intermediate Reform: Jean Esary, League of Women Voters of the Monterey Peninsula, Monterey
24. Proposed Social Science Curriculum Development, Grades 7–12: Eugene W. Lambert, Administrative Director for Secondary Curriculum and Counseling, Pasadena Unified School District
25. Decentralize School Administration: Steve Bayne, Associate Director, San Francisco Service Center for Public Education, San Francisco
26. Impact of Growth and Change in the Monterey Bay Area: Alice Michael, Coordinator, Environmental Education, Multicultural Education, Office of the Monterey County Superintendent of Schools, Salinas
27. Teacher Improvement – Coping with Adolescence – Health Education: Eleanor Bralver, Chairman, Health Department, Sylmar High School
28. Students Who Need a Second Chance: Helene F. Belz, Supervisor, Psychological Services, East Side Union High School District, San Jose
29. The Futuristic Vocational Curriculum: Jo Hanson, Home Economics Teacher, Dana Hills High School, Dana Point
30. Career Education – The Function of the Secondary School: Barbara Franklin, Vice-President, Miraleste High School, Parents/Teachers/Students Association, Rancho Palos Verdes
31. Sexist Practices in California Schools: Nancy Ward, Textbook Chairperson, Education Task Force of the California National Organization for Women, Berkeley
32. Considerations for Educational Reform: Robert J. Jacob, Principal, Simi Valley High School, General Public, Simi Valley
33. Solutions to Secondary School Violence: Kenneth Abraham, English Teacher, Sequoia High School, Redwood City
34. Schooling Adolescents in Urban Society: David E. Kevis, D. E. Kevis Research, Philadelphia, Pennsylvania
35. Improving Our Schools: Adele Somers, General Public, Los Angeles
36. Values: William N. McGowan, Field Service Executive, Association of California School Administrators, Burlingame
37. Goals – Encourage Earlier Teacher Retirement – Review Compulsory Attendance Laws: Richard Coltrell, Principal, Palm Springs High School
38. Special Interest Control of Education: Clifford W. Jordan, District Superintendent, Morongo Unified School District, Twentynine Palms
39. Reform Educational Legislation: Walter J. Ziegler, Superintendent, Fullerton Union High School District
40. Input for RISE: Marguerite Pinson, Coordinator, English as a Second Language and Foreign Language, Office of the Orange County Superintendent of Schools, Santa Ana
41. High School Role: James Lether, Instructional Services Assistant, Office of the Orange County Superintendent of Schools, Santa Ana
42. The Reform of the Pupil Personnel Services in Intermediate and Secondary Schools and the School Counselor in the Secondary School: Patricia Hooper, Coordinator, Guidance Services, Office of the Orange County Superintendent of Schools, Santa Ana
43. A Sample of Appropriate Use of Career Guidance Paraprofessional: R. J. Swan, Professor, Counselor Education, California State University, Long Beach
44. Needs of High School Graduates to Assume a Productive and Useful Role in Society: Jill Priest, Physical and Health Education Teacher, Portola Junior High School, San Francisco
45. Curriculum Reform: John Donovan, Assistant Principal, San Rafael High School
46. Improving Student Learning Experiences: Ferne Young, Coordinator, Language Arts, Office of the Orange County Superintendent of Schools, Santa Ana
47. In Support of the Affective Domain: James Duggins, Associate Professor, Secondary Education, San Francisco State University
48. Some Observations on the Evaluation Dilemma: Robert W. Fleuelling, Assistant Superintendent, Buena Park School District
49. Policy 6100 – Instructional Program: John S. Green, Director of Instruction, Oceanside Unified School District
50. A Plan for Developing the Individual, Grades 7–12: Arnold Lees, Teacher, Bret Harte Junior High School, San Jose
51. Recommendations for Eliminating Sexism: Mariona M. Barkus, Coordinator, Education Committee, Los Angeles Chapter, National Organization for Women, Los Angeles
52. Guidelines for Equal Treatment of the Sexes in Social Studies Textbooks and "He" Is Not "She": Elizabeth Burr, Susan Dunn, and Norma Farquhar, Education Committee, National Organization for Women, Los Angeles
53. Report on Sex-Stereotyping and the California State Adoptions of Science Textbooks: Nancy Ward, Chairperson, National Organization for Women Review Committee, Los Angeles
54. Life Competence: A Non-Sexist Introduction to Practical Arts: Norma Farquhar and Carol Mohlman, National Organization for Women, Los Angeles

55. Audiovisual Programs – Humanities, Marriage and Family, and Careers. Sandy Bleifer and Sandy Rosenbaum, Sand Castles Creative Properties, Encino
56. Environmental Education: William Penn Mott, Jr., Director, State of California Department of Parks and Recreation, Sacramento
57. Environmental Education: Edward F. Dolder, President, California Conservation Council, Sacramento
58. Work Experience Education: Albert Bootnby, Vocational Specialist, John F. Kennedy Senior High School, Sacramento
59. Job Skills: Claude H. Craig, General Public, Whittier
60. Goals – Cope with the Future; Clarify Values: Rev. George O'Brien, Principal, Bishop Montgomery High School, Torrance
61. Change the Ages for Compulsory School Attendance: Yolanda Gallegos Reynolds, Counselor, Willow Glen High School, San Jose
62. Educational Concerns – Teacher Excellence; School Building Maintenance: Emile La Salle, Regional Supervisor, Agricultural Education, Vocational Education Unit, California Polytechnic Institute, San Luis Obispo, General Public, Atascadero
63. Home Economics in Education: Kathleen Davison, Life Opportunities Department Chairman, Chemawa Middle School, Riverside
64. Comparative Education: Barbara Torell, General Public, Carmel
65. Idea to Make RISE Go and Attrition Rates: J. W. Rollings, Consultant, Pupil Personnel Services, California State Department of Education, Sacramento
66. The Need for Educational Reform: J. Philip Schediwy, General Public, Sacramento
67. Work Experience Education: Norrin R. Spence, Executive Secretary, California Association of Work Experience Educators, Modesto City Schools
68. Affective Behavior; School Environment: Marlys Collom, General Public, San Diego
69. Rural School Intermediate Grades: John N. Sellers, Superintendent, Cayucos Elementary School District,
70. Reforms to Unite the School and the Real World: William J. Walti, Director, Curriculum Services, Sequoia Union High School District, Redwood City
71. Job Skills: Charley A. Zeroun, General Public
72. Secondary School and Junior College Grade Level Changes: Malcolm S. Langford, Jr., Social Studies Teacher, Homestead High School, Sunnyvale
73. Junior High/Middle School Concerns: John A. Spade, Principal, Martinez Junior High School, Martinez Unified School District
74. Skills, Knowledge, Attitudes, and Understanding High School Students Should Have: John W. Holmdahl, State Senator, Eighth Senatorial District, Alameda County, California State Senate, Sacramento
75. Astronomy Symposium for Junior High and High School Students: Sanford A. Kellman, Astronomer, NASA Ames Research Center, Mountain View
76. Teacher Characteristics: Linda Singer, General Public, Los Angeles
77. Federal Court Decision – Community College Enrollment of Students Who Are Under 18 or Who Are Graduates of Nonaccredited Private High Schools: Terry Filliman, Staff Counsel, Legal Office, California State Department of Education, Sacramento
78. Essential Reforms for Elementary and Secondary Education: William Luft, General Public, Fairfax
79. Alternative Learning Programs: Phillip R. Ferguson, Science Teacher and Counselor, Grover Cleveland High School, General Public, Reseda
80. RISE Commission Presentation: Cornelia S. Whitaker, Director of Secondary Curriculum, San Juan Unified School District, Carmichael
81. More Consumer Education Needed: Gleeola M. Brun, Director of Classified Personnel, Santa Barbara City Elementary and High School Districts, Santa Barbara
82. Necessity for Students to Read at Grade Level: Jim Logsdon, Dean of Students, Canyon High School, Castro Valley Unified School District
83. Secondary School Curriculum Reorganization: Roy Harris, Social Studies Specialist, Education Center, San Diego City Unified School District
84. Pregnant Minor Programs: Jeen Nelson, Teen Mothers Instructor, Valle Lindo High School, South El Monte
85. A Program to Improve Student Writing Ability: Mrs. I. E. Schoenholz, General Public, Walnut Creek
86. The Need to Improve Student Writing Ability: Bob A. Gouley, Editor, *Dixon Tribune*, Dixon
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